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ABSTRACT

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s) title, institutional source, sponsoring agency, availability, publication data, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains approximately one hundred resumes announcing ongoing curriculum development and research projects funded by the Vocational Education Amendments of 1976 (PL-94-482). Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (LRA)

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Resources in Vocational Education 12

1979 Volume 12 Number 3

ED176097

CE 022 712

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road Columbus, Ohio 43210

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

ISSN 0095-3784

Information Products

The Complete VT-ED Cross-Reference Index for the AIM/ARM System, compiled by Kathleen Jezierski and Joan Mitric, 1978. ED 164 800.

An aid to locating documents processed for the AIM/ARM information system, this index consolidates over 17,000 VT (AIM/ARM accession) numbers in one easy-to-use guide with cross reference to the ERIC system's numbering. Availability of documents through the ERIC Document Reproduction Service (EDRS) is shown.

Writer's Guide to Publication Development: How to Get Your Publication into an Information Retrieval System, by Kathleen Jezierski, 1978. ED 164 799.

This document provides a set of instructions and a model to guide authors in developing publications that meet both the criteria of federal and state government sponsors and criteria for inclusion in information retrieval systems. Included are step-by-step instructions on format, considerations for physical appearance, a brief discussion of content requirements, and a short section on copyright considerations.

Current Projects in Vocational Education – FY 1976. Abstracts of Projects Supported in Fiscal Year 1976 and the Transition Quarter under the Vocational Education Amendments of 1968 (Parts C, D, I, and J). Compiled by Wesley E. Budke and Ruth Gordon, 1977. ED 138 782.

This compilation presents abstracts of 221 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1976 and the transition quarter (July 1–September 30, 1976). The projects relate to research, demonstration, curriculum development, and bilingual vocational training.

Current Projects in Vocational Education—FY 1977. Abstracts of Projects Supported in Fiscal Year 1977 under the Vocational Education Amendments of 1968 (Parts C, D, I, and J). Compiled by Ruth Gordon and Lois Ann Sellers, 1978. ED 151 611.

This compilation presents abstracts of 199 new and continuing projects funded by the Division of Research and Demonstration (USOE/BOAE) in fiscal year 1977. The projects relate to research, demonstration, curriculum development, and bilingual vocational training.

Resources in Vocational Education is a bimonthly publication of the National Center Clearinghouse at the National Center for Research in Vocational Education. Requests for information, changes of address, and other mail items should be addressed to: Resources in Vocational Education, Information and Field Services Division, the National Center for Research in Vocational Education, the Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Telephone: (614) 486-3655.

Editor: Patricia Arthur

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Bureau of Occupational and Adult Education
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Project Officer: Paul Manchak

Contractor: The National Center for Research in Vocational Education
The Ohio State University
Columbus, Ohio 43210

Executive Director: Robert E. Taylor

Clearinghouse Director: Wesley E. Budke

Disclaimer: This publication was prepared pursuant to a contract with the Bureau of Occupational and Adult Education, Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

Discrimination Prohibited: Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, the National Center for Research in Vocational Education Project, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with these laws.

Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The National Center for Research in Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the National Center for Research in Vocational Education under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education*.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

ED 137 505

Lee, Arthur M.

Title.

Learning a Living across the Nation. Volume V. Project Baseline. Fifth National Report. Baseline Year: 1974-75 (Fiscal Year 1975). Part I: Narrative Report.

Organization where document originated.

Northern Arizona Univ., Flagstaff. Project Baseline. Spons. Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Date published.

Report No.—P-5573

Pub Date Nov. 76

Contract—OEC-0-72-0414

Contract or Grant Number.

Note—188p.; For a related document see CE 010 512 Available from—Project Baseline, 6502 N. 35th Avenue, Phoenix, Arizona 85017

Alternate source for obtaining documents.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.

Descriptors—Adult Education, Annual Reports, Cooperative Programs, *Data Analysis, Data Collection, Disadvantaged Youth, *Educational Assessment, *Educational Finance, *Educational Legislation, Educational Needs, Enrollment, *Enrollment Trends, Expenditures, Females, Handicapped Students, Minority Groups, Personnel Needs, Post Secondary Education, Secondary Education, Special Programs, Statistical Data, Student Characteristics, Tables (Data), *Vocational Education, Work Study Programs
Identifiers—Education Amendments 1976 Title II, *Project Baseline, United States

This is the first part of a two-part fifth volume in a series of annual reports on the status of vocational education in the United States. It primarily reports the developments that have taken place each year in the numbers and characteristics of students enrolled, programs, costs, and results. (The entire study initiated by Congress in 1971, is known as Project Baseline.) Chapter I is a brief overall summary of the past five years, and Chapter II is a summary of the statistical tables in Part 2 (a separate document) of this report as well as previous years. Information covers enrollment (expansion in 1974-75, growth among the States, occupational areas, co-op, youth organizations, percent of secondary students, analysis of data on women, disadvantaged and handicapped, and ethnic minorities), expenditures, completions and placements, instructional personnel, and manpower training under CETA. Chapter III discusses title II of the Education Amendments of 1976 (Vocational Education Act) and examines some serious data problems. Chapter IV discusses information on vocational education that has not been covered by previous and present statistical summaries i.e., impact of Federal legislation, strengths and weaknesses of vocational education today, student benefits, duplication between manpower training and vocational education. The financing of continued expansion of vocational education in the face of dwindling tax resources is discussed in Chapter V. Chapter VI is largely a discussion of Project Baseline's role in the five years of its existence and what its role may be in the future. Appendixes include the text title II of the Education Amendments of 1976 and other data related to the Baseline project. (SH)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

08

CE 009 927

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

DOCUMENTS

Resumes

The document resumes presented in this section are numerically ordered by ED number. Users may scan this section for documents of interest, or use the subject, author, or institution indexes to locate documents in a specific field or produced by a particular author or institution.

ED 155 302 CE 013 484

Cheek, Jimmy G. And Others

Development and Verification of Professional Education Competencies Required by Agribusiness and Natural Resources Education Teachers in Florida. Final Report.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date—[77]

Note—110p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrator Attitudes, *Agribusiness, Agricultural Education, Demography, Distributive Education, Environmental Education, *Natural Resources, State Surveys, Tables (Data), Teacher Attitudes, *Teaching Skills

Identifiers—Florida

Five hundred eighty-nine teachers and twenty joint staff members for agribusiness and natural resources education in Florida were surveyed to determine and compare their perceptions of the professional education competencies needed by teachers of agribusiness and natural resources education. The findings, based on 370 responses, were as follows: (1) of 179 competencies, the teachers recognized fourteen as low to moderate in importance, 119 as moderate to high in importance, and forty-six as high to very high in importance; (2) the joint staff members rated two of the competencies as low to moderate in importance, fifty as moderate to high in importance, and 127 as high to very high in importance; (3) based on the combined input of teachers and joint staff members, the most important to the least important competency categories were instructional planning; instructional management; instructional evaluation; Future Farmers of America (FFA); guidance; professional role and development; coordination and supervised occupational experience program; program planning, development, and evaluation; instructional execution; school-community relations; and adult education; (4) joint staff members rated all competency categories higher than did teachers; and (5) some differences in the perceptions of teachers were related to school type, numbers of students, teachers' ages, teaching experience, and teachers' enrollment in agribusiness and natural resources education. (This report includes twenty-nine tables. The survey form and letters are appended.) (EM)

ED 155 303 CE 014 491

Hamer, Jean

Prepare Vouchers & Pay Vouchers. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—29p.; For related documents see CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accounting, Answer Keys, Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Data Sheets, Financial Services, Instructional Materials, *Office Occupations Education, Performance Based Education, *Recordkeeping, Records (Forms), Task Performance, Teaching Guides

Identifiers—Vocational Technical Education Consortium States

Supporting performance objectives 49 and 50 of the V-TECS (Vocational-Technical Education Consortium of States) Secretariat Catalog, both a set of student materials and an instructor's manual on preparing vouchers and pay vouchers are included in this packet, which is one of a series. The student materials include five business transactions requiring the disbursement of funds, voucher forms, voucher register and voucher payable account sheets, and instructions for preparing the vouchers. The instructor's manual includes teaching instructions and answer keys. (BM)

ED 155 305 CE 015 613

Computerized Heuristic Occupational Information and Career Exploration System.

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date—78

Note—21p.

Available from—Computerized Heuristic Occupational Information and Career Exploration System, Advanced Development Division of the Occupational and Career Analysis and Development Branch, Department of Manpower and Immigration, 400 Cumberland Street, Ottawa, Ontario K1A 0J9 (MP33-8-1978; ISBN-0-662-01624-6)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Choice, Career Opportunities, Data Bases, Guidance Services, Information Services, *Information Systems, Occupational Choice, *Occupational Guidance, *Occupational Information, Postsecondary Education, *Vocational Counseling

Identifiers—Canada, *Computerized Heuristic Occupational Information

Part of a comprehensive career guidance system in Canada, Computerized Heuristic Occupational Information and Career Exploration System (CHOICES) is an interactive computerized career information system in both French and English that allows people to interrogate and explore two data bases: one, a comprehensive, up-to-date file of occupations organized by Canadian province, and the second, a file of all postsecondary educational/training institutions in Canada. By using its files, people can examine the ways in which their own interests, abilities, expectations, education, and other personal characteristics influence the range of opportunities available to them. The Occupations File can be accessed by thirteen different approaches, of which the Occupational Titles route has a unique capability: besides giving specific information about the 650 occupations covered by the data base, it can compare three occupations at a time and can generate lists of related occupations. For optimum benefit, the system should be used in conjunction with a career counselor who can pre-plan the interaction and evaluate the output. By providing career information in an unbiased and systematic manner, it shows all of an individual's occupational choices, and by allowing one to interact directly with the system, it increases an individual's level of participation in the counseling process and, in general, facilitates more meaningful client-counselor communication. (ELG)

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ED 155 306 CE 015 635

Church, Olive D.

Aspirations, Needs and Perceptions by Occupation and Sex of Office Personnel, High School Students, and Teachers.

Wyoming Univ., Laramie. Coll. of Education.

Pub Date—78

Note—200p.

EDRS Price MF-\$0.83 HC-\$10.63 Plus Postage.

Descriptors—Business Education, Business Education Teachers, Educational Research, Employee Attitudes, Occupational Aspiration, *Office Occupations Education, Office Practice, Questionnaires, Self Actualization, Sex Differences, *Simulation, Student Evaluation, *Student Experience, Teacher Evaluation, *Vocational Education, *Work Attitudes, *Work Experience

A study was conducted to determine the aspirations, needs, and perceptions, by occupations and sex, of office personnel, high school students, and teachers in the Rocky Mountain region. There were nine population groups within these three subsets: office employees and their managers, four student groups—those with cooperative office experience (COE), with simulated office experience (SOE), with both (COE/SOE), and with neither, identified as business and office education background (BOE); and three teacher groups—high school teachers, teacher educators, and future (preservice) teachers enrolled in Methods of Teaching Business Education classes. A two-section questionnaire was administered which included six factors (self-actualization/upward mobility, need for security, willingness to accept company work ethic policies, work ethic self-oriented, awareness of current office practices, and willingness to accept current office policies) and twenty-four characteristics categorized into subscales of leadership/upward mobility, follower/need for security, work ethic, and social ethic. One of the twenty-two conclusions reported was that there is a significant difference between office employees and students with background in BOE or SOE only, while students having COE-SOE differ least of the student groups from employees on each of the subscales. (Author/TA)

ED 155 308 CE 015 798

Hoyt, Kenneth B.

Thoughts on EBCE and Career Education.

Pub Date—28 Feb 78

Note—13p.; Paper presented at the Second Annual Experienced Based Career Education (EBCE) National Network Conference (Washington, D.C., February 28, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, *Change Strategies, Educational Change, *Educational Innovation, Evaluation Criteria, *Experiential Learning

Identifiers—*Experience Based Career Education

Experienced Based Career Education has produced positive evidence of effectiveness. Two points can be made about effectiveness and educational innovation. First, evidence of effectiveness is but one of several criteria used by educational decision makers for determining educational change. Second, only a small percentage of educators are particularly attracted to change and innovation. Within this perspective, an examination of the nature and present status of career education may be helpful to decision makers interested in Experienced Based Career Education. Working toward "education as preparation for work," career education has the following parameters: (1) based on career development; (2) needed by and applicable to all children; (3) not an attempt to demean other educational goals; (4) delivered by infusion; (5) needs community involvement; (6) does not seek increased budgets. Since 1971 career education has been introduced into more than 9,000 of the 16,700 K-12 school districts in the nation and has gained wide acceptance. During this same period, Experienced Based Career Education first operated as an alternative delivery mechanism and later as an effort independent of the mainstream of career education. The following four major strategies can be considered by Experienced Based Career Education advocates: (A) compete with career education, (B) add experienced based career education to the total effort of career education, (C) become a champion of experience based education, dropping the word "career," (D) become a methodology for educational change. In the future, one of these or other alternatives must be chosen. (JH)

ED 155 309

CE 015 806

Robinson, Lucy Clough

The Application of Micrographics in Records Management.

Pub Date—31 Mar 78

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978); Charts are marginally legible due to type size

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Business, Business Education, Computer Oriented Programs, *Government (Administrative Body), *Information Retrieval, *Information Storage, Management Systems, *Microreproduction, Office Management, *Recordkeeping, Reprography

A study was undertaken to determine the application of micrographics in records management in business and government for information storage and retrieval. (Among six secondary purposes of the study were determining kinds of systems available, comparing vendors' claims with users' experience with the systems, ascertaining users' opinions of the systems' effectiveness in records management, and delineating the implications for business education.) Two interview guides were used to collect data from nine top management executives in selected companies that market micrographics systems and from nine executives responsible for records management in selected companies and governmental agencies. Two checklists were used to determine the consistency of data collected during the interviews. Each of the vendors and users was visited by the investigator and interviewed. Checklists were mailed to each person interviewed. The data collected were written as case reports and not statistically analyzed. Generally, users found micrographics valuable in terms of space reduction, file integrity, and better personnel utilization. Eleven major findings are reported altogether, along with three implications and five recommendations for micrographics in business education. (The first half of the paper is a discussion of office management concepts and a description of micrographics.) (JH)

ED 155 310

CE 015 833

Hale, James A. And Others

The Development and Testing of a Model for Determining the Costs of Vocational Education Programs and Courses. Final Report.

Florida Univ., Gainesville. Inst. for Educational Finance.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—300-76-0410

Note—284p.; Parts of chapter 4 and the appendixes will not reproduce well due to broken type; For related documents see CE 015 834-835

EDRS Price MF-\$0.83 HC-\$1.39 Plus Postage.

Descriptors—Cost Effectiveness, *Development, Educational Finance, *Field Studies, *Models, Post Secondary Education, *Program Budgeting, Program Costs, Program Planning, *School Accounting, Secondary Education, Student Costs, *Vocational Education

One of a three-volume series concerning the development and testing of a model for determining the costs of vocational education programs and courses, this final report contains in its five chapters an introduction, a review of related literature and research, field tests, an added-cost model for vocational education, and a summary with conclusions and recommendations. Chapter 1 provides the background and scope of the study along with the process management plan; chapter 2 presents a review of related literature and research relevant to project purposes; chapter 3 reports the preliminary model development and pretest activities along with the site selection and the results of the national field tests; chapter 4 describes and presents the added-cost model; and chapter 5 offers a summary along with conclusions and recommendations emanating from the research and development activities. (The conclusions address the specific areas of program data, student accounting, and fiscal accounting.) Appended are a list of participating educational agencies and principal site consultants, a list of the model review panel, and abstracts of the functioning of the site schools. (VB)

ED 155 311

CE 015 834

Hale, James A. Starnes, Paul M.

A Model for Determining the Costs of Vocational Education Programs and Courses. User's Manual.

Florida Univ., Gainesville. Inst. for Educational Finance.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—300-76-0410

Note—73p.; For related documents see CE 015 833-835

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrator Guides, Cost Effectiveness, Cost Indexes, *Data Collection, Definitions, Development, Educational Finance, Evaluation Methods, Expenditures, Field Studies, Guidelines, *Models, Post Secondary Education, *Program Budgeting, Program Costs, Program Planning, *Records (Forms), *School Accounting, Secondary Education, Student Costs, *Vocational Education

One of a three-volume series concerning the development and testing of a model for determining the costs of vocational education programs and courses, this user's manual presents an overall conceptualization of the model and briefly describes each dimension. The data elements, organized into data collection instruments and recommended procedures, are described for both the basic programs and for vocational areas and courses. Detailed instructions for completing each instrument are given. Since the field tests highlighted the need to separately classify the agency-level data of secondary school districts and postsecondary institutions, two forms for basic program costs and indirect costs

attribution are included, one for secondary school districts and one for postsecondary institutions. (It was concluded, however, that the various vocational-technical data instruments served both types of institutions adequately.) The appendixes contain sample data classifications for use with year-end fiscal reports of secondary school districts and postsecondary institutions. Also, the sources of definitions used for student and fiscal data elements, organizational units, and program areas are given and selected definitions are provided. (VB)

ED 155 312

CE 015 835

Hale, James A.

The Development and Testing of a Model for Determining the Costs of Vocational Education Programs and Courses. Executive Summary.

Florida Univ., Gainesville. Inst. for Educational Finance.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—[77]

Contract—300-76-0410

Note—19p.; For related documents see CE 015 833-834

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Cost Effectiveness, *Development, Educational Finance, Estimated Costs, *Field Studies, *Models, Post Secondary Education, *Program Budgeting, Program Costs, Program Planning, *School Accounting, Secondary Education, Student Costs, *Vocational Education

One of a three-volume series concerning the development and testing of a model for determining the costs of vocational education programs and courses, this executive summary is process-oriented and divided into two parts. Part 1 describes the scope of the study and includes delimiting criteria for field test sites, process characteristics of the model, and program cost calculations. Part 2 discusses the two major products of the study—a final report and an executive summary, and a user's manual. The final report, summarized chapter by chapter, focuses on results of the program data, student accounting, fiscal accounting, and the conclusions derived from the results in all three areas. (VB)

ED 155 313

CE 015 898

Job Creation through Public Service Employment.

An Interim Report to the Congress of the National Commission for Manpower Policy. Volume I: Summary of Findings and Recommendations. Report No. 6.

National Commission for Manpower Policy, Washington D.C.

Pub Date—Mar 78

Note—111p.; For related documents see CE 015 899-900

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Community Organizations, *Cost Effectiveness, Delivery Systems, Economic Development, Economic Research, Employment Patterns, Field Studies, Futures (of Society), Government Employees, *Job Development, Labor Economics, *Manpower Development, Manpower Utilization, Objectives, Problems, Program Administration, Program Development, *Program Effectiveness, *Program Evaluation, Program Improvement, *Public Service Occupations

This first volume of a three-volume report of the National Commission for Manpower Policy on Public Service Employment (PSE) contains the commission's findings and recommendations. This document is divided into four sections. Section 1 includes the letter of transmittal sent to Congress and a summary of the findings. Section 2 contains a full report of the commission's findings and recommendations with respect to the role of PSE in national manpower policy and programming, the net employment effects of PSE, and the future of PSE. Section 3 provides an overview of the issues and evidence of PSE. This section contains a brief description of the historical antecedents, identifies

the various objectives which PSE has been intended to serve and evaluates the success of the program in achieving each of these objectives, identifies the problems involved in implementing the program through a decentralized delivery system, and summarizes the issues considered by the commission. The fourth section contains the commission's field reviews of PSE. It summarizes the four reviews under the following general headings: the net employment effects of PSE; targeting, training, and transition; wages and output; program administration; community organizations; and future directions for PSE. (BM)

ED 155 314

CE 015 899

Nathan, Richard P. And Others

Job Creation through Public Service Employment.

An Interim Report to the Congress of the National Commission for Manpower Policy. Volume II: Monitoring the Public Service Employment Program. Report No. 6.

National Commission for Manpower Policy, Washington D.C.

Pub Date—Mar 78

Note—277p; For related documents see CE 015 898-900

EDRS Price MF-80.83 HC-815.39 Plus Postage.

Descriptors—Cost Effectiveness, Economic Development, Economic Research, Employment Patterns, Government Employees, Job Development, Labor Economics, *Manpower Development, Manpower Utilization, Political Influences, *Program Administration, *Program Effectiveness, *Program Evaluation, *Public Service Occupations, Social Influences, Socioeconomic Background, *Socioeconomic Influences

This second volume of a three-volume report of the National Commission for Manpower Policy on Public Service Employment (PSE) contains the interim report of the Brookings Institution to the Commission based on their onsite monitoring of the program. The report is divided into seven chapters. Chapter 1 provides an overview of the report, and chapter 2 presents a brief history of PSE programs. Chapter 3 discusses employment effects. (An understanding of the definitions of job creation and displacement used in this chapter is crucial to the interpretation of the extent of displacement found in this study.) Chapter 4 examines the fiscal consequences of the PSE program for governmental jurisdiction participating in it. Chapter 5 addresses the programmatic and social effects of the program and includes an analysis of the functional areas in which PSE participants are employed, their occupations, social characteristics, and wages. The political effects of PSE are examined in chapter 6, which describes the organization and administration of the program at the local level. Finally, chapter 7 discusses the policy implications of the current findings. Appended are excerpts from the transcript of the mid-study conference for field search associates and the first-round analysis form. (BM)

ED 155 315

CE 015 900

Job Creation through Public Service Employment.

An Interim Report to the Congress of the National Commission for Manpower Policy. Volume III. Commissioned Papers. Report No. 6.

National Commission for Manpower Policy, Washington D.C.

Pub Date—Mar 78

Note—239p; For related documents see CE 015 898-899

Available from—National Commission for Manpower Policy, 1522 K Street, N.W., Washington, D.C. 20005

EDRS Price MF-80.83 HC-812.71 Plus Postage.

Descriptors—Cost Effectiveness, Economic Development, *Economic Research, Employment Patterns, Government Employees, *Job Development, Labor Economics, *Manpower Development, Manpower Utilization, *Program

Effectiveness, *Program Evaluation, *Public Service Occupations

This third volume of a three-volume report of the National Commission for Manpower Policy on Public Service Employment (PSE) contains four papers prepared for the commission's use by various scholars in the field: "Evaluating the Economic Stimulus Package from an Employment and Training Perspective," by John Palmer; "Public Service Employment as Macroeconomic Policy," by Martin Neil Baily and Robert M. Solow; "Study of the Net Employment Effects of Public Service Employment—Econometric Analyses," by Michael Borus and Daniel Hamermesh; and "An Essay on Subsidized Employment in the Public Sector," by Harry Datz and Michael Wiseman. (BM)

ED 155 316

CE 015 940

McClain, Thomas W. Cockol, Richard A.

Community Education/Work Collaboration: A Massachusetts Perspective.

Massachusetts Univ., Amherst. Inst. for Governmental Services.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date—Jan 78

Note—76p; Some tables, because of small print, and the photographs throughout this document will not reproduce well

EDRS Price MF-80.83 HC-84.67 Plus Postage.

Descriptors—Administrative Organization, *Community Involvement, Cooperative Education, *Cooperative Programs, Demonstration Programs, Educational Objectives, *Program Administration, Program Descriptions, Program Guides, *Program Planning, *School Community Relationship, School Industry Relationship, Secondary Education, State Programs, Vocational Development, Youth Programs

Identifiers—*Community Education Work Councils, Massachusetts, *School to Work Transition

This program guide on establishing community education/work (E/W) linkages presents a variety of program options which have been tested at twelve Massachusetts E/W linkage sites. Community E/W linkages are defined as arrangements among members of the community to facilitate the transition of young people between institutional education and whatever is to follow, e.g., work or further education. The content is presented in six chapters. The first one provides an introduction to E/W collaboration and explains how to contact the twelve Massachusetts E/W linkages for additional information. The second chapter on the change process discusses eleven factors to consider prior to implementing an E/W linkage. Ten steps are presented for establishing a linkage. Chapter 3 examines five major dimensions of E/W linkages: goals, program objectives, process, organizational structure, and community involvement. The interaction of these five dimensions and the effects of this interaction on the twelve Massachusetts linkages is analyzed in chapter 4. Also, factors to be considered prior to the initiation of a linkage are identified. The guide then continues with chapter 5 on exemplary programs in Massachusetts. The last chapter contains brief descriptions of the twelve Massachusetts E/W linkages. A bibliography of relevant publications and resources is appended. (EM)

ED 155 317

CE 015 963

Borman, Christopher And Others

Career Education for Student Teachers, a Training Model. A Transportable Model for Implementing Career Education into Pre-Service Teacher Education Programs. Module 1.

Texas A and M Univ., College Station. Center for Career Development and Occupational Preparation.

Pub Date—76

Note—27p; For related documents see CE 015 964-965 ; Funded by the Organized Research Council

EDRS Price MF-80.83 HC-82.06 Plus Postage.

Descriptors—*Career Education, *Curriculum Development, Educational Planning, *Fused Curriculum, Higher Education, Instructional Materials, Instructional Media, *Learning Activities, Learning Modules, *Models, Orientation Materials, Preservice Education, Program Planning, Resource Guides, Resource Materials, Student Teachers, *Teacher Education Curriculum, Teacher Educators

Identifiers—Texas

One of three modules which form a model using a multi-media approach for an education department or teacher educator to infuse career education concepts into the pre-service curriculum, this module is designed to provide an opportunity for student teachers to become aware of the meaning, recommended principles, practices, and goals of career education. Part 1 of the module, "The Process of Deciding," is directed toward the decision maker and should be completed by the department head with faculty members or by an individual teacher educator. Part 2, "Building Student Teacher Awareness," is designed for the teacher educator to use in the instructional process. The module is presented in the form of a leadership script, including a list of resources needed, schedule of activities, instruction and notes, and the script itself. (TA)

ED 155 318

CE 015 964

Borman, Christopher And Others

Career Education for Student Teachers, a Training Model. A Transportable Model for Implementing Career Education into Pre-Service Teacher Education Programs. Module 2.

Texas A and M Univ., College Station. Center for Career Development and Occupational Preparation.

Pub Date—76

Note—38p; For related documents see CE 015 963 and CE 015 965 ; Funded by the Organized Research Council

EDRS Price MF-80.83 HC-82.06 Plus Postage.

Descriptors—*Career Education, Class Activities, Community Resources, Curriculum Development, Educational Resources, *Fused Curriculum, Higher Education, *Instructional Materials, Instructional Media, *Learning Activities, Learning Modules, Preservice Education, Resource Guides, *Resource Materials, *Resources, Teacher Education Curriculum, Teacher Educators

Identifiers—Texas

One of three modules which form a model using a multi-media approach for an education department or teacher educator to infuse career education concepts into the pre-service curriculum, this module is designed to provide student teachers with a diversity of techniques, processes and materials that will enable them to incorporate comprehensive career education methods into their lesson plans during practice teaching and into assigned teaching areas as classroom teachers. This module is divided into three parts: "Outside Resources In and Out of the Classroom," "Classroom Processes," and "Library and Commercial Resources." The module is presented in the form of a leadership script, including a list of resources needed, schedule of activities, instruction and notes, and the script itself. (TA)

ED 155 319

CE 015 965

Borman, Christopher And Others

Career Education for Student Teachers, a Training Model. A Transportable Model for Implementing Career Education into Pre-Service Teacher Education Programs. Module 3.

Texas A and M Univ., College Station. Center for Career Development and Occupational Preparation.

Pub Date—76

Note—56p; For related documents see CE 015 963-964 ; Funded by the Organized Research Council

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Career Education, Class Activities, Community Role, Curriculum Development, Elementary Secondary Education, *Fused Curriculum, Higher Education, *Instructional Materials, Instructional Media, *Learning Activities, Learning Modules, Preservice Education, Resource Guides, Resource Materials, School Role, Teacher Education Curriculum, Teacher Educators, *Teacher Role

Identifiers—Texas

One of three modules which form a model using a multi-media approach for an education department or teacher educator to infuse career education concepts into the pre-service curriculum, this module uses the exposure and experience that student teachers gained during Modules 1 and 2 as the basis for developing formal classroom instruction to incorporate career education processes and resources realistically and effectively. This module is divided into three parts: "The Roles and Responsibilities of School and Community Personnel," "Infusion of Career Education into the Elementary/Secondary Curriculum," and "Mini-Make It and Take It Workshop (K-6/7-12)." The module is presented in the form of a leadership script, including a list of resources needed, schedule of activities, instruction and notes, and the script itself. (TA)

ED 155 320 CE 015 991

Ohl, Suzanne Sickler. Furth, Judith L.

Homemaking in the Elementary Schools. A Resource Guide for Classroom Teachers.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton, Div. of Vocational Education.

Report No.—HM-40

Pub Date—Apr 78

Note—453p.; Not available in hard copy due to reproducibility problems

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$6.00 plus postage)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Consumer Education, Curriculum Development, Curriculum Guides Curriculum Planning, Elementary Education, Fused Curriculum, *Homemaking Education, *Instructional Materials, *Learning Activities, Resource Guides Basic information for the development of a consumer and homemaking experience-centered program in the elementary school is provided in this resource guide. Content is presented in outline form to facilitate use by both educators who do and do not have homemaking teachers on their staff. The following sections are included: (1) the homemaking program in operation, (2) evaluation and the homemaking program, (3) a guide for planning homemaking experience based on characteristics of elementary school children, (4) the elementary curriculum with its implications for homemaking, (5) correlation of homemaking with the elementary curriculum, (6) one homemaking lesson has many learnings, (7) learning about fruits can be included in all elementary grades, (8) scope and sequence of the homemaking program by areas (basic concepts in foods and nutrition, basic concepts in clothing, basic concepts in family life, and basic concepts in housing), and (9) scope and sequence of the homemaking program by grades (K-6). References and aids are listed for teachers and students, and sections are included on elementary homemaking facilities and qualifications for an elementary homemaking teacher; a homemaking schedule form and homemaking experience plan form are provided. (TA)

ED 155 321

Neely, Margery A. Schuley, Marcia

Assessing Competencies for Administrative Positions.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—21 Mar 78

Note—12p.; Paper presented at the American Personnel and Guidance Association, National Vocational Guidance Association (Washington, D.C., March 21, 1978); Table on page 6 will not reproduce well due to small print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, Administrator Background, *Administrator Selection, Attitudes, Educational Administration, Employment Attitudes, Equal Opportunities (Jobs), *Evaluation Methods, *Females, Job Skills, Occupational Aspiration, Vocational Education, Work Experience

Since 1928 when women represented 55% of all elementary school principals, the number of women in educational administration has been declining. In addition to historical trends which brought more men into the education profession, two factors hinder the promotion of women to administrative positions. The first factor is perceived barriers (internal). Women tend to perceive the probability of moving into educational administration as low and thus do not aspire. These barriers could be overcome by changing women's attitudes, life priorities, and/or capability concept. Other barriers (external) seem to be present in the field of vocational education and to be amendable to some educational efforts and to more formalized affirmative action. A second hindering factor is the method of assessing administrative competencies. Since some women's career patterns are different from those of many men, their skills development may also take shape in different situations. These skills may be difficult to assess in traditional ways. Assessment approaches can include typical essays, paper and pencil tests, group discussions, simulations, work samples, and content analysis. Experiential competencies can be assessed by experience checklists, descriptions of experiences, and documentation of accomplishments. (A list of external and internal barriers rated by a group of vocational education administrators, teachers, and students is included.) (JH)

ED 155 322

Green, Mary Falford

A Model for Implementation of Career Education into the Community College. A Comprehensive Program of Vocational Education for Career Development: K-University.

Manatee Junior Coll., Bradenton, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Dec 76

Contract—4-74-5200

Note—301p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 012-013, CE 016 017, ED 130 057, ED 143 830, and ED 147 531-533

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, Career Awareness, *Career Education, Career Exploration, Community Colleges, Curriculum, Delivery Systems, *Guidelines, Management Systems, *Models, Placement, Post Secondary Education, Program Content, *Program Descriptions, *Program Development, Resource Guides, *Vocational Development

Identifiers—Florida (Sarasota County)

One of several products developed for a comprehensive program of career development (kindergarten through university) for vocational education in Florida, this resource manual, divided into two parts, presents a model for facilitating the life career development of students in the community college setting and provides guidelines for its implementation.

CE 015 992

tion. Part 1 of the manual contains an overview of the model; a description of the delivery system with an overview of a career development and placement center; an overview and diagrams of the management system; an overview and rationale of the support system; description of the units of the system, including a learning center and tutorial laboratory for technology; and an overview of curriculum provisions. Part 2 presents the ten steps for the implementation of the model, among which are organizing an appropriate interactive network of interested individuals and groups; inventorying and marshalling all available resources; putting the evaluation process in operation to determine how well the system is working; and providing a program of maintenance to sustain the vital parts of the system and the initiative, and tying together the activities into the interactive network. (An index of subjects is appended.) (VB)

ED 155 323**CE 016 012**

Kershaw, James T., Ed.

Public Relation and Public Information Inservice Training for Occupational Specialists and Other School Personnel.

Manatee Junior Coll., Bradenton, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 77

Contract—4-74-5200

Note—96p.; Not available in hard copy due to reproducibility problems; For related documents see CE 016 008, CE 016 013, CE 016 017, ED 130 057, ED 143 830, and ED 147 531-533

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, Career Exploration, *Community Information Services, Community Organizations, Information Sources, Journalism, *News Writing, Parents, Program Coordination, *Program Development, *Public Relations, School Administration, *School Community Relationship, Social Agencies, Speeches

Identifiers—Florida (Manatee County), Florida (Sarasota County), *Occupational Specialists

One of several products developed for a comprehensive program of career development (kindergarten through university) for vocational education in Florida, this manual, consisting of two parts, contains a public relations program to introduce occupation specialists to key publics. Part 1 delineates the procedure for making contacts with the key publics; personal contact, speeches, public service announcements, advertisements, and bulletin boards are listed as examples, with detailed instructions given to the preparation of the written communication. (A major portion of this section focuses on preparing and editing news stories.) Part 2 describes a public information program for occupational specialists (OS) with the listed objective being to convince school boards that funding should be continued for support of occupational specialists and career activities. A separate section is provided for the process of enlisting various key publics whose support is to be solicited for the occupational specialist. The key publics are divided into three groups: school boards, an administration committee, the chamber of commerce, armed forces recruiters, parents and parent groups, community service and law enforcement agencies, senior citizens, and a media formation committee. (Appended is an occupational specialist school directory.) (VB)

ED 155 324**CE 016 013**

Kershaw, James T.

Elementary Career Education Activity Resource Guide. A Comprehensive Program of Vocational Education for Career Development: K-University.

Manatee Junior Coll., Bradenton, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 77

Contract—4-74-5200

Note—126p; Not available in hard copy due to reproducibility problems; For related documents see CE 016 008, CE 016 012, CE 016 017, ED 130 057, ED 143 830 and ED 147 531-533

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Basic Skills, *Career Awareness, *Career Education, *Career Exploration, Decision Making Skills, Elementary Education, Federal Government, Individual Development, Job Skills, *Learning Activities, *Objectives, Occupational Information, *Resource Materials, Teaching Guides, Teaching Techniques, Values, Work Attitudes

Identifiers—Florida (Sarasota County)

One of nine products developed for a comprehensive program (kindergarten through university level) of vocational education for career development in Florida, this activities manual for elementary school counselors, teachers, and other users contains six federal career education objectives broken down into sub-federal objectives. These six federal objectives cover the areas of self-awareness, basic academic/vocational skills, work values, knowledge of the world of work, decision-making skills, and work habits. Each sub-part is defined by one or more general objectives considered to be feasible for a school district's selection in planning its career education program. The general objectives throughout this activities manual are identified by the mark of a preceding asterisk. Each general objective has certain numbered and lettered parts that relate how various Sarasota County, Florida, elementary teachers, counselors, and users addressed the asterisked objective through the development of activities. (A resource materials list is provided for reference to items utilized by elementary school personnel.) (VB)

ED 155 325

CE 016 017

Wu, P. C. Comp. And Others

Sarasota County, Florida, Junior High Career Education Model as Based on the Nine Federal Objectives. A Comprehensive Program of Vocational Education for Career Development: K-University.

Manatee Junior Coll., Bradenton, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Contract—4-74-5200

Note—156p; Not available in hard copy due to reproducibility problems; For related documents see CE 016 008, CE 016 012-013, ED 130 057, ED 143 830, and ED 147 531-533

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiovisual Aids, *Career Awareness, *Career Education, *Career Exploration, Federal Government, Instructional Materials, Junior High Schools, *Learning Activities, *Objectives, Resource Guides, Resource Materials, *Resources

Identifiers—Florida (Sarasota County)

One of nine products developed for a comprehensive program (kindergarten through university level) of career development for vocational education in Florida, this manual contains a listing of materials and activities developed for junior high programs. The listing is divided by descriptors into four subdivisions: section "SO," which presents Sarasota County's objectives as keyed to the nine federal objectives with resources used to meet the objectives; section "SR," which contains a listing of materials and activities used at the junior high level in Sarasota County with names of the publishers included; section "SA," which contains abstracts and/or listings of the materials presented in the "SR" section; and section "SP," which includes the addresses of the publishers. The "SO" section is divided into three parts, which include printed cur-

riculum materials, audio-visual materials, and activities. Trade levels are also indicated for each county objective. The materials listed in the "SR" and "SA" sections are keyed to the three divisions of the "SO" section. (VB)

ED 155 328

CE 016 085

School and the 17-Year-Old: A Comparison of Career Development Skills of 17-Year-Olds Attending School and Those Not Attending.

Education Commission of the States, Denver, Colo. Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—Mar 78

Contract—OEC-0-74-0506

Note—38p; Some charts in this document may not reproduce well because of small print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Adults, Age Groups, Basic Skills, *Dropout Characteristics, Educational Background, *Individual Differences, *Knowledge Level, Performance Tests, Skill Development, Vocational Adjustment, *Vocational Development, Work Attitudes, Youth National performance for 17-year-olds in school, 17-year-olds not in school and young adults aged 26-35 in the area of career and occupational development (COD) was assessed to determine whether or not education status and career development skills are related. Within each of the groups, performance of various subgroups was examined, defined by sex, race, region of country, and parental education. The COD assessment measured performance in the major areas of knowledge and attitudes related to career planning, knowledge about jobs, and generally useful skills. Examination of the differences in average performance reveals that out-of-school 17-year-olds consistently perform less well than the in-school 17-year-olds. Differences in performance were greatest in the area of general knowledge about jobs and in three of the generally useful skill areas: written communication, computation and measurement, and graphic and reference materials (the fourth area being manual/perceptual skills). Corresponding differences do not separate performances of 17-year-olds attending school and adults. Average percentages of these two groups were close to identical on the four generally useful skill areas. The only area in which adults displayed a marked superiority was in knowledge about specific jobs. (TA)

ED 155 329

CE 016 093

Owens, Thomas R.

NWREL Experience-Based Career Education Program, Fiscal Year 77. Final Evaluation Report. Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Dec 77

Contract—NE-C-00-4-0010

Note—165p; Not available in hard copy because document will not reproduce well due to small print; For related documents see CE 016 091 and ED 143 775

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Education, *Career Exploration, Community Involvement, Cooperative Education, *Demonstration Projects, Evaluation Methods, Experiential Learning, Models, *Pilot Projects, Program Descriptions, *Program Evaluation, *Program Validation, Regional Laboratories

Identifiers—*Experienced Based Career Education

This final evaluation report describes and summarizes the evaluation findings for the 1976-77 school year of the Northwest Regional Education Laboratory (NWREL) Experience-Based Career Education (EBCE) Program. Following an executive summary, the report is organized into five chapters, plus a separate volume of appendixes. Chapter I

summarizes the purposes and contents of the report. Chapter II describes the pilot sites' students, staff, communities and community resource persons, lists evaluation questions, summarizes the evaluation design and analysis procedures used, and summarizes the evaluation findings. Chapter III summarizes the partial evaluation of the fifth year of operation of the EBCE demonstration. Chapter IV briefly describes part D of the Exemplary Program amendments to the Vocational Education Act (VEA) involvement with EBCE and summarizes project implementation at twenty-three sites using the NWREL EBCE model. The final chapter covers procedures used in evaluating new EBCE materials developed by NWREL, NWREL site training and technical assistance, and state strategies for implementing EBCE. The pilot site evaluation design and tabulated responses to various questionnaires are included in the appendixes. (JH)

ED 155 330

CE 016 101

Gonder, Peggy

A Woman's Place.

Education Commission of the States, Denver, Colo.

Pub Date—Jun 77

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Age Groups, Beliefs, Career Choice, Composition Skills (Literary), Employment, Occupational Aspiration, Role Conflict, *Role Perception, Socioeconomic Influences, Statistical Surveys, *Student Attitudes, *Student Evaluation, Student Opinion, Values, *Work Attitudes, *Working Women, *Writing Skills, Youth

In 1974, as part of the National Assessment of Educational Progress (NAEP) survey in writing, 4,600 17-year-old high school students were asked to write an essay defending their position on women's place in the home. About half responded that it should be a woman's choice whether to be a homemaker, career woman, or both. About twenty percent said women should be allowed to work under certain conditions, such as when they do not have children. Nearly thirty percent said women definitely belong at home. Predictably, more females than males felt that women should have a choice about working. In addition, attitudes and reasons given for staying at home were examined extensively. Findings suggest that many young American women are uncertain about their future roles in society; new and broadening job opportunities for women are encouraging career aspirations that conflict directly with traditional values. Writing ability was also measured and classified as inadequate, barely adequate, competent, or excellent. More than half the 17-year-olds could write competently or better. About thirty percent, however, did not show an understanding of the basic methods of persuasive writing. (TA)

ED 155 332

CE 016 143

Kim, Jin Eun

Development of a Cost-Effectiveness/Benefit Analysis Model and User's Manual for Postsecondary Vocational Programs. Final Report.

Indiana Univ., Bloomington. School of Education. Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—Oct 77

Contract—SBVTE-13-76-C-5

Note—18p; For related documents see CE 015 143-144 and ED 130 081-083

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Cost Effectiveness, Evaluation Methods, *Input Output Analysis, *Models, Post Secondary Education, Program Costs, *Program Descriptions, *Program Development, Program Evaluation, *Vocational Education

This paper presents a brief final report of the system and products of the cost-effectiveness/benefit analysis project conducted at Indiana University which combined the two concepts of cost-effectiveness and cost-benefit analysis into a cost-effec-

tiveness/benefit analysis model for postsecondary vocational programs. The project also developed data forms, a standard procedure for using the model, and an administrator's manual for conducting cost-effectiveness/benefit studies. The report summarizes objectives of the project, statement of the problem, priority areas, strategies and procedures, products from the project, evaluation, conclusions, recommendations, supplemental materials, and presents a final financial statement. (TA)

ED 155 334

CE 016 246

Banta, Trudy W. Craig, David G.

A College-Wide Faculty Team Provides Career Education/Career Guidance for Its Students.

Pub Date—29 Mar 78

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978). One page may not reproduce well because of faint type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Career Choice, *Career Education, *Career Planning, Check Lists, Education Courses, Faculty Advisors, Faculty Organizations, Higher Education, *Occupational Guidance, Program Descriptions, Student College Relationship, *Teacher Education, Teacher Education Curriculum, Teachers Colleges, *Vocational Development

Identifiers—University of Tennessee (Knoxville)

Two task forces, a Career Development Team and a Curriculum Development Team, were formed from the Career Education Committee appointed in 1976 at the College of Education, University of Tennessee, Knoxville, to assist students while in college to make informed career choices within the field of education (i.e., career development), and to help them acquire sufficient knowledge of infusion techniques to permit them to function effectively in a career education position after graduation (i.e., career preparation). The Career Development Team developed and field tested a career checklist of questions for student use to (1) identify and analyze undergraduate career needs; (2) list available career resources; (3) match the career needs with the resources; and (4) order the phases and steps in deciding to teach and becoming certified. Of the sixty students who evaluated the checklist in the field test half reacted favorably and 80% said they would use it if given a copy. The Curriculum Development Team concentrated on meeting the need for preservice and inservice experiences in career education and developed six course modules in career education which are offered for credit to students of the College; also they published a monograph of their articles about career education as a team function. Future projects for both teams involve participation of community leaders, and the Career Development Team plans to further test and implement its checklist's use. (Included are a history of career education at the University of Tennessee, Knoxville, and a draft of the checklist.) (ELG)

ED 155 335

CE 016 254

Gustafson, Richard A.

How Employers Evaluate Their Employees: Implications for Career Education.

Pub Date—28 Mar 78

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Education, Elementary Secondary Education, *Employer Attitudes, *Employer Employee Relationship, Employment Interviews, Employment Qualifications, Evaluation Criteria, Job Application, Job Skills, Job Training, *Personnel Evaluation, Probationary Period, Teaching Methods, *Work Attitudes

Identifiers—New Hampshire

If high school graduates are to be fully prepared

for entering and maintaining employment, a more substantial instructional effort is required from career educators in the teaching of work habits, attitudes, and interpersonal relations in grades K-12. To ascertain what employers feel are important qualities for their employees, twenty-three employers representing a cross-section of occupations and locations were interviewed in New Hampshire. Their answers provide insight into three major areas of employee evaluation: how to get a job, emphasizing the importance of the interview; how to hold a job, focusing on the probationary period and on-the-job performance; and the importance of work habits, rating trustworthiness and working flexibility as the most desirable characteristics with personal appearance, hygiene, respectfulness, and cooperativeness as close seconds. In order for career education to prepare students to meet these expectations of employers, it must (1) offer explicit instruction in personal development; (2) provide students with first-hand experiences in job search skills by having them fill out sample application forms, role-play interviews, view films of interviews, write resumes, and hear local personnel managers visiting the classroom discuss the job interview process; (3) teach students how employers will evaluate their job performances; (4) use a wide range of instructional materials and media which address the areas of career and personnel development; and (5) grade students on work habits, attitudes, and interpersonal skills, as well as on program content and vocational skills. (ELG)

ED 155 336

CE 016 276

Niehaus, R. J. Nitterhouse, D.

Manpower Goals Planning and Accountability. Research Report 34.

Carnegie-Mellon Univ., Pittsburgh, Pa. Office of Civilian Personnel (Navy), Washington, D.C.

Spons Agency—Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—OCP-34

Pub Date—Apr 78

Contract—N00014-76-C-0932

Note—37p.; Some charts in this document may not reproduce well due to small print or poor print quality; For a related document see CE 016 277

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Accountability, Equal Opportunities (Jobs), *Management Systems, *Manpower Development, Manpower Utilization, Organization, *Personnel Management, Planning, Promotion (Occupational)

Identifiers—Navy, United States

Based on previous application of goal programming models to manpower goals planning for large organizations, this paper structures the extensions from the planning process to the operations and control aspects of the management cycle. Emphasis is on the accountability necessary to make such a system an effective management control tool. In order to develop this extension, the paper briefly explains the Navy's system and progress to date. Then theoretical constructs of goals, planning, and accountability are discussed along with the general issues of management control system design as they apply to manpower planning. The issues are illustrated by means of numerical studies in the areas of organization-wide impact studies, equal employment opportunity planning and accountability, and local installations models for borrowing and loaning personnel among cost centers. (Author/JH)

ED 155 337

CE 016 277

Atwater, D. M. And Others

External Labor Market Analysis and EEO Goals Planning. Research Report 33.

Office of Civilian Personnel (Navy), Washington, D.C.

Spons Agency—Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—OCP-33

Pub Date—Apr 78

Contract—80035; NPRDC-WR-N68221-78-WR Note—32p.; For a related document see CE 016 276

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Accountability, Affirmative Action, *Employment Projections, *Equal Opportunities (Jobs), Information Sources, Labor Supply, *Management Information Systems, *Manpower Development, Manpower Needs, Manpower Utilization, *Models, Personnel Management, Program Planning, *Systems Analysis, Systems Approach

Identifiers—Navy, United States

The system being tested for the U.S. Navy civilian workforce to integrate equal employment opportunity (EEO) goals into an accountability and tracking system for effective management action is described in this report. The system is described as one that moved from a top down modeling oriented system previously used to a bottom up information system supplemented by models, which would tie together external labor supply projections with accountability and historical tracking capabilities. Particular emphasis is given in the report on using available labor pool methodologies and data sources. Topics discussed include the following: external labor market analysis concepts, testing of a relevant labor pool model for the Navy's EEO goal system for those occupations and career levels where the labor market is local, relevant labor pool methodology, data sources for obtaining preliminary statistics for estimating the relevant labor pool, and a system for EEO goals planning and accountability and how the system is to be used by the Navy. (TA)

ED 155 338

CE 016 279

Doty, Charles R.

Full Time Equivalent (FTE) and Definitions for Postsecondary Vocational Education and Adult Vocational Education.

Spons Agency—New Jersey State Dept. of Education, Trenton, Div. of Vocational Education.

Pub Date—20 Jan 78

Note—96p.; Portions of the Appendix will not reproduce well due to poor print quality in the original document

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Administrative Problems, *Adult Education, Articulation (Program), Continuation Students, Credits, Definitions, Educational Finance, Enrollment, Evening Students, Expenditure Per Student, Part Time Students, *Post Secondary Education, *Program Administration, Program Development, Supervision, *Vocational Education

Identifiers—*Full Time Equivalent Student, New Jersey

Due to federal and state legislation there has developed a situation of confusion regarding the establishment, maintenance, and supervision of postsecondary and adult vocational education, particularly where a division of higher education and a division of vocational education exist in a state. A study undertaken in New Jersey identified four problem areas related to this situation. They were exact counting of different persons who are enrolling in postsecondary and adult vocational programs; definition of a full time equivalent student (FTE); equating FTE for postsecondary and adult vocational education in secondary institutions and higher education institutions; and apportioning funds. Based on these problem areas, seven research questions were formulated. A descriptive research design was implemented to collect the data. Personnel involved with postsecondary and adult vocational education in the New Jersey Department of Education and the Office of Community Colleges and other agencies were first interviewed. Following a review of the literature and the development of a plan of action for the study, a national survey of all state directors was then conducted. Next, a number of vocational educators were interviewed and a

questionnaire was mailed to a sample of institutions within the state. Also, telephone interviews were conducted with randomly selected institutions. The results were analyzed and reported for problems one, two, and three. It was concluded that problem four could not be worked on during this project due to limited time. (Included is a large appendix containing data collection instruments, data tables, and other related materials.) (JH)

ED 155 341 **CE 016 455**

Draper, A. M. Leslie

Degrees to D.O.T.—or Relating Academic Credentials to the World of Work.

California Employment Development Dept., Los Angeles.

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Degrees (Titles), Employment Opportunities, Guides, Higher Education, Intellectual Disciplines, *Occupations, Post Secondary Education

Identifiers—*Dictionary of Occupational Titles

The kinds of work that college degree holders may consider are presented in this document as three columns of information. Ninety-four different college majors are listed in the first column. In the second column, entitled "primary codes," occupational groups are listed which by custom, and in some cases, by job title and legal licensure, relate directly to a specific college degree. In the third column, secondary codes, less usually associated occupational groups are listed for each degree. Two- or three-digit numbers, derived from the Dictionary of Occupational Titles (DOT) are used with the occupational group titles in both the primary and secondary code columns. (Some college majors listed show no primary codes because these majors have not been found to have qualifications for any specific occupations or group of occupations. The user of this document is referred to materials in the secondary codes groups and to those listed under "any major," which include occupations for which qualifications may be for any college degree.) (JH)

ED 155 342 **CE 016 457**

Minority Women Workers: A Statistical Overview. (Revised.)

Women's Bureau (DOL), Washington, D.C.

Pub Date—77

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Employment, Employment Level, *Employment Statistics, Females, Heads of Households, Income, *Minority Groups, Mothers, Occupations, Unemployment, *Working Women

The status of minority women workers in 1976 is examined, particularly in relationship to their white counterparts, under the following topic headings: (1) labor force participation; (2) unemployment status; (3) reasons for unemployment; (4) unemployment during the recession; (5) occupations; (6) marital status; (7) women heads of families; (8) working mothers; (9) children of working mothers; (10) education; (11) employment status of high school dropouts; and (12) earnings. Many of the tables of data are reported in terms of or comparison to one or more of the following variables: race; age; sex; income level; marital status; type of family; age of children; and/or figures from previous years of study. It is concluded that the unemployment rate for minority adult women is still excessively high (11.4% compared to 7.1% for white adult women) but that they experienced greater proportional increases in employment in 1976 than their white counterparts. (JH)

ED 155 343 **CE 016 464**

Sandell, Steven H. Shapiro, David

Work Expectations, Human Capital Accumulation, and the Wages of Young Women.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Apr 78

Note—31p.

Available from—Center for Human Resource Research, Library, 1375 Perry Street, Suite 585, Columbus, Ohio 43201 (\$0.80 in limited quantities)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Expectation, *Human Capital, Human Development, Job Training, Maturation, *Occupational Aspiration, Promotion (Occupational), Racial Differences, Sex Differences, *Wages, *Work Attitudes, *Working Women, Work Life Expectancy

Based on the National Longitudinal Surveys of Young Women aged fourteen to twenty-four in 1968, a study was made to determine the impact that women's ex ante labor market expectations have on their salary and development and to examine the effect of women's postschool training and maturation (human capital accumulation) on wages. Six findings resulted from analysis of the empirical evidence: (1) the emphasis that young white women place on on-the-job training is positively related to their expected work attachment; (2) of the two types of training, specific and general, only the investment in general training is affected by future work expectations; (3) postschool investment in on-the-job training is a major factor in wages and wage growth among young women; (4) although maturation plays an important role in wage growth, its importance declines with age, and its effect is smaller for women than men; (5) significant racial differences exist in wage determination; and (6) young women tend to underestimate the length of their future work life, so some therefore may underinvest in on-the-job training. The incorrect expectations of women regarding the extent of their participation in the labor force were found to account in part for the existing gap between female and male wages. (ELG)

ED 155 344 **CE 016 465**

Mott, Frank L.

The NLS Mature Women's Cohort: A Socioeconomic Overview.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Apr 78

Note—51p.; Paper presented at the Secretary of Labor's Invitational Conference on the National Longitudinal Surveys of Mature Women (January 26, 1978); Some tables in this document may not reproduce well due to small print; For a related document see CE 016 467

Available from—Center for Human Resource Research, College of Administrative Science, The Ohio State University, 1375 Perry Street, Suite 585, Columbus, Ohio 43201 (\$0.80)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Black Employment, Blacks, Caucasians, *Employment Patterns, *Employment Statistics, Employment Trends, Females, National Surveys, Race Influences, *Racial Differences, *Work Attitudes, *Working Women

Identifiers—United States

Data collected from 1967 to 1972 during the National Longitudinal Surveys was used to examine the labor force behavior of the mature women's cohort (women who were thirty to forty-four years old in 1967) as well as their attitudes toward work and home. The findings include the following: while white women increased their labor force participation levels, black women decreased theirs; since

black labor force participation rates were higher than white levels in 1967, the net result was a convergence in rates between the races over the five-year period, particularly for women who were separated or divorced; black employed women greatly improved their earnings between 1966 and 1971; black women showed overall shifts toward more positive work attitudes but not to the extent that white women did; and whereas the work attitudes of white working women were much more positive than the attitudes of their nonworking counterparts, black women not at work felt as strongly as black women at work that work was necessary. (This paper includes fifteen tables of data.) (EM)

ED 155 345 **CE 016 467**

Mott, Frank L.

Racial Differences in Female Labor Force Participation: Trends and Implications for the Future.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—May 78

Note—31p.; For a related document see CE 016 465

Available from—Center for Human Resource Research, College of Administrative Science, The Ohio State University, 1375 Perry Street, Suite 585, Columbus, Ohio 43201 (\$0.80)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Black Employment, Blacks, Caucasians, *Employment Patterns, *Employment Statistics, Employment Trends, Females, National Surveys, Race Influences, *Racial Differences, Work Attitudes, *Working Women

Identifiers—United States

Data collected during the National Longitudinal Surveys were used to examine the labor force behavior of black and white women from fourteen to twenty-four and thirty to forty-four years of age. Focus is on racial convergence in labor force participation rates (the percentage of the population group either working or looking for work) over this 1967 to 1972 period. The findings include the following: for the most part, labor force participation rates for white women of all ages and marital statuses increased while declining patterns of participation were noted for most of the black groups; for white older women (35 to 44 years old), the most notable increases in work participation were among women who were either separated or divorced while the sharpest declines for black women were also for this same marital category; and overall, participation of black women in the work force is lessening in comparison to white women but those black women who continue to work appear to be relatively successful. The data suggests that there is a large pool of nonworkers who are willing to work (1) if the proper conditions for employment exist, (2) if appropriate guidance, skill training, and other assistance are made available, and (3) if jobs become available. (EM)

ED 155 346 **CE 016 471**

Neilon, David

Distributive Education Student Handbook. Training for Careers in Marketing and Distribution.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Spons Agency—Clemson Univ., S.C. Vocational Education Media Center.

Pub Date—77

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cooperative Education, *Distributive Education, Guidelines, Manuals, Program Design, Senior High Schools

Identifiers—Distributive Education Clubs of America

A general overview of the South Carolina distributive education program is given in this hand-

book for high school juniors and seniors training for careers in marketing and distribution. Following a brief discussion about the concept of distributive education, the three areas of the program are summarized: (1) the classroom; (2) on-the-job training (included in this section are a listing of occupational instructional areas, training agreement form, employer's report on trainee form, student's weekly hours and earning report form, and a job information form); and (3) Distributive Education Clubs of America (DECA). A list of basic parliamentary procedures, a planning calendar, a sheet for listing goals, and a discussion on how to get along with people conclude the handbook. (JH)

ED 155 348

CE 016 487

Pan, Elizabeth

Literature Review on Topics of Urgent RSA Needs and Concerns. (Covers Research Performed from October 1976 to June 1978.) Final Report.

Institute for Research Utilization, Washington, D.C.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C. Office of Human Development.

Pub Date—Jun 78

Contract—RSA/22-P-5901 9/3-01

Note—48p.; Some pages in this document will not reproduce well because of small print or poor print quality

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Daily Living Skills, Delivery Systems, Federal Programs, Health Insurance, *Information Dissemination, Information Needs, *Physically Handicapped, Program Effectiveness, Publicize, *Rehabilitation, Rehabilitation Programs, Resource Guides, Sheltered Workshops, *State of the Art Reviews, Summative Evaluation, *Technical Reports, Vocational Rehabilitation

Identifiers—United States

Four state-of-the-art reports were prepared and disseminated in both printed and audio cassette forms to summarize the available knowledge in four areas of concern in the field of rehabilitation. Based on the recommendations of a consumer panel composed mainly of representatives from the intended audience, the topics of the reports and the authors were selected by the project staff. The titles and authors of these reports are as follows: "Independent Living," by Susan Pfeuger; "Sheltered Industrial Employment," by Carolyn Vash; "New Directions in Rehabilitation Outcome Measurement," by Thomas Backer; and "Perspectives on National Health Insurance and Rehabilitation," by Herbert Dorken. Observations made about developing and disseminating information products include the following: the use of a consumer panel which represented the target audience ensured the relevance and timeliness of the reports; targeting each topic to a specific user group made the product more useful; the input of subject experts improved the quality and credibility of the products; and issuing the reports in audio cassette form provided access to those users who are handicapped in their use of printed products. (Appended are a list of consumer panel members, information on where and how to obtain copies of the reports, a reader evaluation form, the marketing brochure, and sample letters. (EM)

ED 155 349

CE 016 488

Cirksena, Kathy, Comp. And Others

Continuing Education: Reentry and the Mature Woman—Annotated Selected References and Resources. Bibliography Series: 2.

Womens Educational Equity Communications Network, Bethesda, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—21 Dec 77

Contract—300-77-0535

Note—26p.; For a related document see ED 151 281

Available from—Women's Educational Equity Communications Network, 4833 Rugby Ave., Suite 205, Bethesda, Maryland 20014 (\$2.00 pre-paid)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Adult Education, Adult Students, *Annotated Bibliographies, Career Opportunities, Counseling, Demonstration Programs, *Educational Needs, *Educational Problems, *Equal Education, Females, Individual Needs, Post Secondary Education, Program Descriptions, *Program Development, Resource Guides, Sex Discrimination, Sex Role, State of the Art Reviews, Vocational Development, *Womens Education

Identifiers—United States

This bibliography, second in a series of three to be issued by the Women's Educational Equity Communications Network (WEECN), contains ninety-three selected information resources (articles, papers, separately published bibliographies, and monographs) in the area of continuing education and the reentry woman. These materials, alphabetized according to title, are grouped into six sections as follows: (1) overviews and bibliographies, (2) the mature woman student, (3) counseling resources, (4) program development, (5) specific programs, and (6) Women's Educational Equity Act projects. Each citation includes the title, author(s), publisher or journal, publication date, pages, source, cost, and annotation. Some representative titles from the six sections respectively are (1) "Adult Women's Education: A Radical Critique," "Going Back to School at 35 and Over," and "Returning Women: To Work and School; (2) "Back to School-at 50," "Do I Have the Right to Be a Working Mother?," "Meeting the Needs of Working Class Women in Postsecondary Education," and "Resocialization and Reentry"; (3) "Counseling Experiences and Needs of Older Women Students" and "Supermoms Shift Gears: Reentry Women"; (4) "Continuing Education for Women, 1960-1975: A Critical Appraisal" and "A Question of Opportunity: Women and Continuing Education"; (5) "ANSWER: A Response to Women's New Ideas and Needs" and Development and Administration of Continuing Education for Women: 1964-1974; and (6) Apprenticeship Training Entry: Advanced Career Preparation, and Overcome Cultural Barriers: Survival Skill Training for Low-Income Women. (EM)

ED 155 351

CE 016 491

Ph.D.'s and Their Dissertations.

Employment and Training Administration (DOL), Washington, D.C. Office of Policy, Evaluation and Research.

Pub Date—78

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Directories, *Doctoral Theses, *Economic Research, *Employment, *Grants, Higher Education, Indexes (Locators), *Job Training, Researchers, Social Science Research, Student Financial Aid

Names and subject areas are listed for 345 individuals who in the last ten years (by spring 1977) had completed the doctoral dissertation grant program through which the Office of Research and Development provides financial assistance for research on employment and training. The listing for each individual includes the following information (unless unavailable): (1) name; (2) current address; (3) title and place of employment; (4) the name of the university that granted the Ph.D. degree and the year that it was conferred; (5) the dissertation title and accession number by which copies of the dissertation can be ordered from the National Technical Information Service; and (6) three subject area descriptors for each dissertation. A subject index, based on the descriptors, is included along with a brief description of the grant program. (JH)

ED 155 353

CE 016 496

Mangum, Garth L.

Career Education and the Comprehensive Employment and Training Act.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—Feb 78

Note—59p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01862-4)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Career Education, *Educational Finance, Educational Legislation, *Employment Programs, Federal Aid, Federal Legislation, Interagency Coordination, Minority Groups, *Program Effectiveness, Success Factors, Youth, Youth Employment, Youth Opportunities, *Youth Programs

Identifiers—*Comprehensive Education and Training Act, *Youth Employment and Demonstration Project Act

The information presented in this document is intended to guide career educators who wish to tap CETA (Comprehensive Education and Training Act) funds to help support career education endeavors for inschool youth, especially since the 1977 additions from the Youth Employment and Demonstration Project Act (YEDPA) have given CETA a more significant role with the inschool population. The author first traces the role of youth in pre-CETA manpower programs and in CETA programs to 1977. The relative effectiveness of CETA program strategies over the past fifteen years is then summarized and includes a discussion of ineffective program strategies, programs and services of demonstrated effectiveness, strategies that appear to work best for certain target groups, and administration practices and related factors which influence success. Next the options available for serving inschool youth under the 1977-78 laws and practices are delineated and a discussion focusing on CETA/Career Education interface is presented. Finally, recommendations are offered for linking career education to current youth employment policies for the enrichment of both. (BM)

ED 155 354

CE 016 497

Abram, Robert E. Wheatley, Robert

Vocational Education in Ohio Correctional Institutions: A Follow-Up Study.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Dec 77

Contract—G007604317

Note—128p.; The interview forms and a few other pages may not reproduce well because of faint type

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Adjustment Problems, Adults, *Correctional Education, Educational Experience, Employment Experience, *Employment Patterns, *Employment Problems, *Prisoners, Program Attitudes, State Surveys, *Vocational Education, Vocational Followup, Vocational Rehabilitation, Youth

Identifiers—*Exoffenders, Ohio

A follow-up study was conducted of released youth and adult offenders who had had vocational training while incarcerated in six Ohio correctional facilities. Structured personal interviews were administered to 185 students by counselors and counselor managers of the Bureau of Vocational Rehabilitation, Ohio Rehabilitation Services Commission. Interview sites covered fifteen cities and numerous rural towns in Ohio. Findings were reported on students' perceptions of their correctional vocational program, post release employment and educational experiences, and general problem areas encountered during the post-release adjustment period. Major findings indicated the following: (1)

overall student impressions of the quality of correctional vocational training were favorable; (2) unemployment rates for both youth and adults were high; (3) few obtained a job in the same or related field of training; (4) enrollment in an educational institution after release was low; (5) and "lack of job" and "lack of money" were the most frequently cited post-release problems. Recommendations focus on the following: strengthening job placement, educational placement, and vocational guidance and counseling services; establishing a career education program; and providing a pre-employment training program to all offenders prior to release or parole. (Copies of the interview forms are appended.) (Author/JH)

ED 155 355 CE 016 500

Boyd, H. Alton

The Southeast Curriculum Coordination Center: Evaluation of Accomplishments and Review of Procedures.

Human Resources Research Organization, Pensacola, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Southeast Curriculum Coordination Center, State College, Miss.

Report No.—FR-CD(P)-75-5

Pub Date—Jul 75

Note—78p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Career Education, *Curriculum Development, Curriculum Planning, Curriculum Research, Federal Aid, Program Administration, *Program Coordination, *Program Effectiveness, Program Evaluation, *Regional Laboratories, Regional Programs, *Vocational Education

Identifiers—*Southeast Curriculum Coordination Center

This third-party evaluation of the activities of the Southeast Curriculum Coordination Center (SCCC) focuses on activities under the original grant (July 1972 to December 1973) which was designed to provide grade level and subject matter expertise for vocational-technical curriculum development with emphasis on career education. Also included is descriptive information on activities under the second (current) grant which emphasizes provision of leadership in the development of curricula for new and changing occupations and dissemination of existing curriculum materials. Section I provides background on the national network for curriculum coordination in vocational-technical education, in which SCCC is one of seven regional centers. Section II presents the original SCCC mission and realignment of objectives, and states the purposes of the present evaluation. Also presented in this section are the approach and procedures used for evaluation, the construction of structured interviews for state liaison representatives (SLR) and state directors, and data collection procedures. Section III presents the results of the original grant evaluation in terms of each of the six grant objectives, noting SCCC's most important accomplishment (regional coordination and communication), and commenting on the adequacy of accomplishment of objectives. A critical review of SCCC operational procedures for the current grant is followed by conclusions and recommendations. The SLR interview guide and curriculum status report forms are appended. (JH)

ED 155 356 CE 016 512

Ray, Willis E.

Conceptualization of a Practical Arts Program Component for Junior High/Middle School Youth.

Ohio State Univ., Columbus. Research Foundation. Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—78

Note—62p.; Appendixes A-I removed as non-essential information

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Agricultural Education, Business Education, Curriculum Development, *Curriculum Planning, Distributive Education, *Educational Change, *Educational Improvement, Educational Needs, *Educational Objectives, *Educational Philosophy, Health Education, Home Economics Education, Industrial Arts, Intermediate Grades, Junior High Schools, *Practical Arts

Since schools seem to exist for the purpose of preparing students for more schooling rather than assisting youth to cope effectively with life problems, schools should be reorganized to include a large segment of practical arts experience that provides both a broadening and humanizing effect as well as to allow for the development of the individual as a self-sufficient, intelligent, and productive citizen in a highly complex, technological society. Based on this position, a developmental effort was proposed to (1) build a rationale for a practical arts component of the junior high/middle school curriculum and (2) outline a school program of practical arts related to the fields of agriculture, home and family living, health, industry, business and office, and distribution. The activities included the development of a position paper stating the underlying philosophy of practical arts education, and the projection of a detailed plan to deliver a modern practical arts program. Selected formative and summative evaluation techniques were employed to assess the adequacy of the underlying rationale for the program and of the structure of the program. Selected leaders in education assisted in this assessment. The program rationale that resulted is intended to provide a blueprint for major redesign of schooling in the United States. (Appendixes contain numerous materials, including the position paper, program objectives by area, and other related matters.) (Author/BM)

ED 155 358 CE 016 524

Emergency Medical Services Systems Research Projects, 1977. NCHSR Research Management Series.

National Center for Health Services Research (DHEW/PHS), Hyattsville, Md.

Report No.—DHEW-HRA-77-3194

Pub Date—Sep 77

Note—149p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (PB 264 407); National Center for Health Services Research, Office of Scientific and Technical Information, 3700 East-West Highway, Room 7-44, Hyattsville, Maryland 20782 (HRA 77-3167)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Community Programs, *Delivery Systems, Federal Legislation, Federal Programs, Medical Care Evaluation, *Medical Services, *Program Descriptions, *Program Effectiveness, *Rescue, *Research Projects, Research Reviews (Publications), Resource Guides, Systems Analysis

Identifiers—Emergency Medical Services Systems Act, United States

This document contains summaries of thirty-two research projects supported by the National Center for Health Services Research (NCHSR) under authority of the Emergency Medical Services (EMS) Systems Act. (Focus of these research projects is to describe, explain, and predict the performance of more than 200 EMS systems being established under Title XII of the Public Health Services Act, and to prescribe necessary improvements.) A brief overview of the EMS systems research program precedes the project summaries and includes the scope and purpose, approach, program objectives, immediate research concerns, and difficulties encountered. The project summaries, alphabetized according to title and varying in length (from two to seven pages), each include the following: title, grant number, grantee institution, principal investigator,

funding level, total project period, significance, project description, progress, and dissemination of research results (includes publications, presentations, instances of technical assistance, and consultation.) Some representative project titles are Analysis and Therapy of Life-Threatening Emergencies, Computer Based Consultation in Care of Critically Ill, Development of a Guide for EMS Communications Training, Evaluation of Elements in a Community-Wide EMS System, Myocardial Infarction Prediction in Emergency Rooms, and Telephone Protocols for Emergency Room Services. A list of available publications in EMS is attached. (EM)

ED 155 361 CE 016 572

Bina, James V. Hull, William L.

Demonstration Projects: Implementation and Institutionalization.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—78

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Personnel, *Administrator Role, Audiences, *Demonstration Projects, *Guidelines, National Surveys, *Organizational Communication, *Program Development

Identifiers—Project Directors

Three purposes are listed for this paper: (1) to share the results of a national survey of vocational education exemplary projects; (2) to emphasize the importance of a project director's communication with five clientele audiences; and (3) to suggest specific actions likely to result in institutionalization of a demonstration project. A brief procedural overview is presented of the national survey which investigated the activities of demonstration project directors through questionnaire/interview contacts with two groups: a primary population consisting of the project directors of the projects funded between 1970 and 1973; and a secondary population consisting of the sites using results from the projects. The remainder of the paper is an outline listing suggested activities of project directors which, based on the study findings, can lead to effective implementation and institutionalization. The activities are listed as they relate to five key clientele audiences: host site decision makers, project staff, community representatives, students, and potential replication site representatives. Because timing is a critical factor in the success of a project, the suggested activities with each audience are discussed in relation to three phases of a project: pre-grant period, grant period, and post-grant period. In summary, a list is provided of eight suggested guidelines for project directors as they implement a demonstration project. (VB)

ED 155 362 CE 016 576

Giddings, Larry A. And Others

Manual on Training for Sheriffs.

National Sheriffs' Association, Washington, D.C.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date—[69]

Contract—286

Note—131p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.50)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Educational Programs, Educational Resources, Inservice Courses, Instructional Materials, *Job Training, Law Enforcement, Management Education, *Police, Police Seminars, Post Secondary Education, Program Administration, Program Design, Program Evaluation, Program Guides, *Program Planning, Technical Education, Training Objectives

Identifiers—*Sheriffs

As part of a nationwide effort to professionalize the role of sheriff, this manual is designed to aid sheriffs who are in the process of planning or conducting a training program. In chapter 1 eleven spe-

cific objectives are identified for a department giving a training program: (1) to provide each deputy with the ability to function by himself; (2) to enable him to understand his role as a law enforcement officer; (3) to improve his communication skills; (4) to promote team work; (5) to conform to established police standards; (6) to develop specialized knowledge; (7) to keep the staff modern in attitudes, methods of operation, and equipment; (8) to obtain a basis for evaluating personnel; (9) to develop special abilities; (10) to evaluate standards of performance; and (11) to promote morale. Chapter 2 examines the value of training programs, emphasizing their planning and benefits and calling for legislative support and funding. Chapters 3-10 cover the topics of training personnel, facilities, equipment, methods, courses, schedules, evaluation, and resources. The major portion of this manual (chapter 7) focuses on the training courses, establishing five levels: top management, middle management, supervisory, refresher inservice, and basic recruit. A suggested curriculum outline is presented together with a bibliography and list of training films for each curriculum subject. Also included are the law enforcement code of ethics and a brief history of the sheriff's role. (ELG)

ED 155 364 CE 016 593

Employee Training in the Federal Service, Fiscal Years 1974, 1975, and 1976.

Civil Service Commission, Washington, D.C. Bureau of Training.

Report No.—Pam-T-7

Pub Date—Sep 77

Note—151p.; Not available in hard copy due to reproducibility problems

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 006-000-01044-0)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Demography, Educational Objectives, Employment Level, *Equal Education, Federal Government, *Government Employees, Income, Inservice Programs, *Job Training, *Participant Characteristics, Program Costs, Program Descriptions, Program Length, Staff Improvement, *Tables (Data)

Identifiers—United States

This document provides information on training provided to federal employees in approximately sixty departments and agencies during fiscal years 1974-1976. The report was developed to provide federal executives and managers with information for purposes of comparisons and future planning. Following brief introductory and summary sections, this report is presented in three parts. Part 1 summarizes statistical data about duration, cost, and instances of training provided, particularly short-term training. In addition to tables and graphs, the data is presented in the form of indexes which compare the training provided to employees in different years, agencies, and subgroups of the total government work force. Part 2 briefly covers some examples of the training activities of various agencies, including upward mobility training programs, executive development programs, training centers, and cost-effectiveness efforts. Part 3, comprising two-thirds of this report, contains the appendixes which include a glossary, agency abbreviations, fifty-four tables of data on government-wide and agency training activities, a graphical summary of agency training performance, an index of training equity, and brief discussions on the data sources and derivation of the equity index. (EM)

ED 155 365 CE 016 597

Wojcik-Jaroszowa, Jadwiga

Physiological and Psychological Aspects of Night and Shift Work.

Institute of Food and Nutrition, Warsaw (Poland). National Inst. for Occupational Medicine in the Textile and Chemical Industries, Lodz (Poland).

Spons Agency—National Inst. for Occupational Safety and Health (DHEW/PHS), Rockville, Md. Report No.—OS-516-1-16

Pub Date—Dec 77

Note—89p.; Best copy available

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-033-00291-6, \$2.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Employer Employee Relationship, Labor Conditions, Laborers, *Labor Problems, Literature Reviews, Personnel Evaluation, *Physiology, Psychological Studies, *Psychology, Scheduling, Sleep, Stress Variables, Task Performance, Work Environment, *Working Hours

Identifiers—*Night Work, *Shift Work

Results of physiological and psychological studies related to night and shift work are reviewed from the standpoint of their possible use by industry in understanding the problems of shift work and finding solutions. (New research data that has appeared since original preparation of the manuscript is presented in a three-part addendum with references to it incorporated into the main body of the text.) In Chapter I and Addenda VII and VIII circadian rhythms in biological functions are reviewed with emphasis on man's functional capacities during the day and night and the resulting variations in response to environmental factors as well as to work. Physical exertion in work is studied in Chapter II and Addendum IX, mental and sensory performance in Chapter III, and the effect of heat stress in Chapter IV. All of these chapters consider the question: should the same level of performance be expected from a night shift worker as from a daytime employee, and if not, how and to what extent would the requirements be modified? Chapter V stresses the importance of sleep after night work, and Chapter VI describes various shift systems as well as the scheduling of work times and breaks during the night shift. It is noted that since the results are discussed here in a descriptive manner, the causes of the observed variations are not always given. (CLG)

ED 155 366 CE 016 598

Milham, Samuel, Jr.

Mortality Experience of the AFL-CIO United Brotherhood of Carpenters and Joiners of America, 1969-1970 and 1972-1973. Technical Report.

National Inst. for Occupational Safety and Health (DHEW/PHS), Rockville, Md.

Report No.—DHEW-(NIOSH)-78-152

Pub Date—Jan 78

Contract—CDC-210-75-0016

Note—97p.; Not available in hard copy due to reproducibility problems

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-033-00296-7, \$2.30)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accidents, Carpenters, *Death, Disease Rate, *Incidence, *Occupational Diseases, Tables (Data)

Identifiers—*Cancer, United States

The mortality experience of the AFL-CIO United Brotherhood of Carpenters and Joiners of America members was examined to determine current mortality patterns in a large wood-exposed population and a possible wood-cancer relationship. The data consisted of union members' mortality data (death claims and non-claim deaths) from 1971-1973 along with data from a published report of 1969-1970 member deaths. Expected and observed death rates were calculated and the mortality was expressed as standard mortality ratios (SMR). The overall mortality of union members is favorable. Among younger workers, elevated rates were found of job-related accidental deaths due to falls, falling objects,

and electrocution. The findings regarding cancer mortality rates in the various union trades show the following patterns: elevated rates of lung cancer in acoustical tile applicators and insulators, probably related to asbestos exposure; elevation of gastrointestinal cancer rates among pile drivers; excess of lung, stomach and bladder cancer among locals in some urban areas; excess of lung cancer among union locals in the south-eastern states; and excess hematopoietic cancers among wood-machining trades and plywood mill workers. (This report includes tables and figures which provide detailed mortality data for ninety-five causes-of-death groupings by trade, union locals, and geographic area.) (EM)

ED 155 367 CE 016 603

Hanson, Philip G. And Others

Training for Individual and Group Effectiveness and Resourcefulness. A Handbook for Trainers.

Veterans Administration, Washington, D.C. Dept. of Medicine and Surgery.

Pub Date—Nov 77

Note—547p.

EDRS Price MF-\$1.00 HC-\$28.79 Plus Postage.

Descriptors—*Experiential Learning, Group Behavior, *Group Relations, *Health Personnel, Individual Development, *Interpersonal Competence, Interpersonal Relationship, Laboratory Training, Organizational Effectiveness, Patients (Persons), *Program Design, Program Evaluation, Program Guides, Team Training, Teamwork, *Trainers, *Training Techniques, Workshops

Identifiers—Veterans Administration

Based on experiential learning models for improvement of individual behavior and teamwork effectiveness, this handbook is designed to assist personnel in the Veterans Administration (VA) health delivery system with interpersonal processes that will improve organizational effectiveness. Chapter 1 contains background information concerning the origin of the Training for Individual and Group Effectiveness and Resourcefulness (TIGER) program, a description of and rationale for the laboratory method of learning and changing, the development of the TIGER network of trainers, perceived impact of the TIGER program on the VA system, and directions for the future. Chapters 2, 3, and 4 describe the designs for the three levels of training of trainers workshops: basic, advanced, and district consultant training. Guidelines, issues, and concerns for designing experiential learning workshops are covered in chapter 5. In chapter 6 five workshop designs for special purposes are described step-by-step. These designs include the following: developing supervisory leadership skills, team building and intergroup relations, team building and working with a chronic patient population, death and dying, and a guide for problem-solving training for patients. Finally, chapter 7 deals with program evaluation and measuring goal achievement. The appendixes contain theory material and the more elaborate step-wise design elements associated with chapters 2, 3, 4, and 6. A bibliography of books and journals concerned with training and consultation theory and material follows chapter 7. (JH)

ED 155 370 CE 016 633

Vocational Education Handbook.

Kansas State Dept. of Education, Topeka.

Pub Date—11 Apr 78

Note—161p.; Not available in hard copy because of small, faint type.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Educational Programs, *Guidelines, Post Secondary Education, Program Administration, Program Coordination, Program Descriptions, Program Development, Secondary Education, Service Occupations, State Programs, *State Standards, *Statewide Planning, *Vocational Education

Identifiers—*Kansas

Designed to clarify the Kansas State Plan for Vocational Education, this handbook provides detailed directions for developing vocational education in Kansas to assist those who plan and operate vocational programs. (These guidelines were composed by the vocational staff in the State Department of Education with the assistance of vocational school teachers and administrators and, subject to revision and/or review as part of the State Annual Plan, will become effective upon approval by the State Board of Education.) The major section of this document covers provisions and standards basic to all vocational education programs, including the following: (1) procedures for program approval and for appeals by disapproved programs; (2) occupational objectives for students; (3) use of local two-mill vocational funds; (4) area vocational school satellite programs; (5) cooperative vocational education instructional methods; (6) programs for the handicapped and disadvantaged; (7) Comprehensive Employment and Training Act (CETA); (8) vocational education personnel training; and (9) the duties of the State Department of Education, the research coordinating unit, and advisory councils. The remainder of the handbook gives guidelines for six service areas (agriculture, business, health, home economics, industry, and combination cooperative vocational education), dividing each into four levels of instruction: exploratory, secondary, postsecondary, and adult. The twelve appendices contain forms for budgets, expense reports, student registration, surveys, and applications for vocational programs. (ELG)

ED 155 373 CE 016 654

Brosten, Larry Miller, Annette

List of State-Administered Research and Development Projects in Vocational Education Supported under Section 131(b) of Part C, the Vocational Education Amendments of 1968, Fiscal Year 1976.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date—Aug 77

Note—84p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Directories, *Federal Aid, Federal Legislation, *Research Projects, *State Programs, *Vocational Education

Identifiers—United States, Vocational Education Amendments 1968

This publication provides a listing of federally funded state-administered research and development vocational education projects which were conducted in 1976 under the provisions of the Vocational Education Amendments of 1968. The listing is arranged alphabetically by states and for each state includes the total funds allotted and obligated for grants and contracts, the title of each project, the name of the grantee or contractor conducting the project, and the amount of funding obligated for the project. (EM)

ED 155 374 CE 016 656

A Guide to Health Education in Ambulatory Care Settings.

Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.

Report No.—HSA-78-5501

Pub Date—May 78

Contract—HS-01678

Note—133p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Annotated Bibliographies, Behavior Change, *Behavior Patterns, Clinics, *Educational Strategies, *Health Education, Health Programs, Medical Services, Models, *Patients (Persons), Prevention, *Primary Health Care, Program Administration, Program Effectiveness, *Program Planning, Recruitment

This report outlines ways in which health educa-

tion strategies can be developed within an ambulatory center and how they can be implemented to optimize their effectiveness and efficiency. Section 1 describes a program planning model for use in the development of health education programs. Sections 2 through 5 trace the consumer through four aspects of an ambulatory care center's program, focusing on the important opportunities for consumer health education. These four sections respectively cover (1) recruitment, (2) utilization, (3) prevention, and (4) adherence to regime. Within each of these sections, the major elements of the problems are analyzed, and suggestions are made concerning program strategies designed to deal with them. Administrative issues inherent in health education programs are presented in the sixth section, followed by a summary (section 7) outlining the basic health education principles applicable to all programs in ambulatory care centers. For those who wish additional information on health education programs in ambulatory care settings, the last section presents an annotated bibliography consisting of seventy-five references. A survey form being used by the American Public Health Association to collect descriptive information on health education elements in health programs is appended. (EM)

ED 155 375 CE 016 676

Industrial Fire Brigade Training.

North Carolina State Dept. of Community Colleges, Raleigh.

Note—129p.; A few pages toward the end of this document may not reproduce well due to poor print quality; For related documents see CE 016 662-675

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Curriculum Guides, Equipment Utilization, *Firefighters, *Fire Protection, *Fire Science Education, *Industrial Training, Inplant Programs, Safety Education, *Safety Equipment

Organized as a teaching outline for an industrial plant fire brigade course, this manual contains a rationale for an industrial plant brigade as an adjunct to the local firefighting services; information to the instructor concerning the implementation of an industrial fire brigade program; and a teaching outline consisting of eleven sections: (1) organizing a brigade, (2) salvage operations, (3) chemistry of fire, (4) portable fire extinguishers, (5) breathing equipment and protective clothing, (6) ladder practices, (7) handling the fire hose, (8) forcible entry, (9) rescue and first aid, (10) sprinkler systems, and (11) fire causes and hazards. Each section delineates the use of tools and the task-oriented process. References are also listed for each. (VB)

ED 155 376 CE 016 683

Swerman, Richard A. Wurtzel, Norbert K.

Job Entry Level Competencies of a One Year Barber School Graduate. Final Report.

Area Vocational, Technical and Adult Education District One, Eau Claire, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Jun 77

Note—126p.; Not available in hard copy because of reproducibility problems

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Apprenticeships, *Barbers, *Certification, *Curriculum Development, Curriculum Planning, Educational Assessment, *Job Skills, Occupational Surveys, Performance Based Education, Performance Tests, Post Secondary Education, State Standards, *Task Analysis, Task Performance, Test Construction, Testing Programs, *Trade and Industrial Education

Identifiers—Wisconsin

To determine the competency level required of a one-year graduate from barber school and to obtain information that would enable vocational-technical

schools to plan their curriculum to better meet student barber needs, a survey was conducted in Wisconsin of 629 barber shop managers, 75 journeymen, and 200 apprentices. Picked at random, these barbers and managers represented all levels of their trade, including both single-chair and multi-chair shops. The first part of the questionnaire concentrated on the following eight areas: haircuts, shaves, hair care, scalp services, facials, special hair services, hair replacement, and sales techniques. It was determined that (1) the full-time school program should include certain anatomical and scientific courses which are now taught in the apprenticeship program; (2) the full-time program should require 1,459 hours of instruction; (3) if necessary, the technical school can add up to 1,000 more hours; (4) facials and face shaves should receive less time and emphasis; and (5) the apprenticeship program should be changed to compensate for any changes in the full-time program. On the second part of the questionnaire, which covered the state board licensure examination, respondents were found to favor separate practical examinations after barber school graduation, after apprenticeship, and before becoming a master barber. Which specific areas of expertise should be tested and the method of examination to be used were also indicated. (ELG)

ED 155 377 CE 016 684

Peter, Richard Nelson, Orville

Needs Assessment and Planning Workshop for Bilingual/Bicultural Vocational Education. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Sep 77

Note—39p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Biculturalism, Bilingual Education, *Bilingualism, Delivery Systems, Educational Needs, *Educational Planning, Inservice Teacher Education, *Needs Assessment, Preservice Education, Program Development, Statewide Planning, Teacher Education, Teacher Educators, *Vocational Education, *Vocational Education Teachers, Workshops

Identifiers—*Wisconsin

A two-day workshop was held in Wisconsin to identify secondary-postsecondary vocational teacher and vocational teacher trainer needs as they relate to bilingual/bicultural vocational education and to design a delivery system for meeting these pre- and inservice needs. The conference agenda was designed to provide information on the latest developments and concepts in bilingual/bicultural education and to generate methods and plans for its improvement. Following the presentations, two discussion groups generated lists of needs which were synthesized and prioritized as follows: (1) needs assessment, (2) planning and coordination, (3) educational needs (social and cultural), (4) development of special programs, (5) supportive services, (6) mass communication, (7) employment development, and (8) monitoring of program effectiveness. The groups then developed action plans for each and concluded that three measures were required to implement them: conducting regional inservice seminars for administrators, teachers, counselors, and paraprofessionals; conducting a needs assessment for bilingual/bicultural education in Wisconsin; and establishing target dates for vocational education to meet the needs of bilingual/bicultural students. As a result of these meetings, two projects were proposed for federal and state funding, and provisions were made to offer a course in the principles of vocational, technical, and adult education to

bilingual/bicultural educators. (ELG)

ED 155 378 CE 015 693

Cooperative Diversified Occupations. Job Information Resource Guide for Vocational Educators. A Cross-Reference of Jobs and Resources. Millersville State Coll., Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—77

Note—113p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Annotated Bibliographies, *Information Sources, Jobs, *Occupational Information, Occupations, Resource Guides, Resource Materials

Designed for use by vocational educators and their students for the identification and acquisition of job information, this guide is organized into two major sections. Section 1 contains a categorized listing of jobs (for which less than four years of college are required) cross-referenced to resources annotated in section 2. Section 2 cites documents and publications containing descriptive information on specific jobs (ninety-seven citations) or on many jobs (thirty-five citations). The preface states that resources listed are known to be available through the Vocational Education Information Network (VEIN) or would be expected to be found in a guidance office or school library. Availability from VEIN is indicated (selected pages or microfiche) and ED (ERIC document) numbers are included for many items. The major categories under which jobs in section 1 are listed are as follows: (1) technical, kindred, (2) managers, officials, proprietors, (3) sales workers, (4) clerical workers, (5) crafts and kindred workers, (6) operatives, (7) service workers, (8) laborers except farm, and (9) farmers and farm workers. Sub-categories are included under each. The appendix identifies a sample of business and industry sources from which job titles were solicited and supplied. (JH)

ED 155 379 CE 016 694

Glossary of Terms Used in Technical and Vocational Education. Education and Culture. (2nd Edition.)

Council for Cultural Cooperation, Strasbourg (France).

Report No.—CCC/EGT-77-23-bil.

Pub Date—6 Jun 77

Note—45p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Definitions, Employment, Employment Qualifications, *English, *French, *Fundamental Concepts, Glossaries, Guidance, *International Programs, Languages, Organization, Teacher Education, *Technical Education, Vocabulary, *Vocational Education

Written to assist vocational-technical educators in clarifying and harmonizing basic terminology at international meetings, this English/French glossary of commonly used terms in vocational and technical education covers sixty-three terms which have been divided into seven major categories. These categories include fundamental terms and terms relating to vocational training, the structure of education, employment, levels of qualifications, guidance, and teaching and/or training staff. Concise definitions restricted to fundamental concepts are offered for each term in both English and French. (BM)

ED 155 380 CE 016 753

Low, Phyllis And Others

Occupational Home Economics Education Series. Housing Management Services. Competency Based Teaching Module.

American Home Economics Association, Washington, D.C.; Purdue Univ., Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEC-0-74-9140

Note—342p.; Some of the learner information sheets have been removed because of copyright; For related documents see CE 016 753 and CE 016 775-782; Best copy available

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01767-9)

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.

Descriptors—Adult Education, Affective Tests, Behavioral Objectives, Cognitive Tests, Curriculum Guides, Home Economics Skills, *Housing Management Aides, Job Skills, *Occupational Home Economics, Performance Based Education, Post Secondary Education, Secondary Education, Teaching Techniques

This module, one of ten competency based modules developed for vocational home economics teachers, is based on a job cluster in the housing management field. It is designed for a variety of levels of learners (secondary, postsecondary, adult) in both school and non-school settings. Focusing on the specific job title of housing management aide, seven competencies are listed with corresponding student behavioral objectives, teaching strategies, and teaching resources (books, pamphlets, etc.) An assessment section contains pre- and posttests and an affective instrument with answer keys. Provided in the appendix are 172 learner information sheets (fact sheets, work sheets, checklists) and 28 teacher information sheets (fact sheets, activities) referenced to specific teaching strategies in this module. A separate resources section lists books, curriculum materials, pamphlets, films, and records. Introductory material includes background on the development and field testing of the module, a rationale and job description for the occupational area, and directions for teacher use. (It is suggested that the module, *Securing Employment in Home Economics Occupations*, CE 016 775, be used in conjunction with or prior to the use of this module.) (JH)

ED 155 381 CE 016 761

Skills Training and Employment for Ex-Addicts in Washington, D.C. A Report on TREAT Services Research Report.

District of Columbia Dept. of Human Resources, Washington, D.C.

Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.

Pub Date—Mar 78

Contract—H81-DA-01714

Note—32p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-024-00736-6, \$1.30)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Changing Attitudes, Community Cooperation, Community Programs, *Cooperative Programs, Demonstration Programs, Drug Abuse, Drug Addiction, *Employment Programs, Experimental Programs, *Job Training, Program Descriptions, *Program Design, *Program Effectiveness, Skilled Occupations, Socially Maladjusted, Vocational Rehabilitation

Identifiers—*Drug Addicts

A model program, Training, Rehabilitation, and Employment for Addicts in Treatment (TREAT), was conducted to coordinate the resources of community-based, employment-related services to help former drug addicts become productively employed. From 635 applications, ninety-five ex-addicts were randomly selected to receive training (experimental group) while a control group comprised of 100 applicants who would not receive training was also selected. The ninety-five program enrollees, through a cooperative effort involving several community employment-related services,

were provided skills training (included automotive, building, and clerical skills), vocational counseling, and part-time job experiences. Fifty-two of these client trainees completed the program and twenty-five went on to secure full-time employment. For program evaluation purposes, structured interviews of the experimental and control groups were conducted at three points in time. Focus was on attitudes toward self, society, community, and job opportunities. The findings indicate that those who completed the program, when compared to the control group, felt less alienated from society, had developed more positive attitudes toward society, and had improved their expectations regarding job opportunities for ex-addicts. The results of this program demonstrates the value of pooling local community employment-related services in the treatment of drug addicts. (EM)

ED 155 382 CE 016 769

Guide to the Evaluation of Educational Experiences in the Armed Services, 76. 1977 Supplement.

American Council on Education, Washington, D.C. Spons Agency—Department of the Army, Washington, D.C.

Pub Date—[77]

Note—190p.; Not available in hard copy due to small print in original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Employment Level, *Employment Qualifications, Guides, Job Analysis, *Job Skills, *Military Personnel, *Occupational Information, Promotion (Occupational)

Identifiers—Army

This guide supplement provides users with up-to-date information on Army enlisted and warrant officer military occupational specialties (MOS's), including recommendations for all MOS's evaluated through October 1977. Following an introductory section on how to use the guide, the remaining content is in two sections. The first contains over 600 exhibits for enlisted MOS's, and the second over seventy exhibits for warrant officer MOS's. Each of these exhibits includes an I.D. number, title, MOS designation (a code number), skill levels codes, effective exhibit dates, career management field, (related MOS's and sub-fields) or career pattern (enlisted or other warrant officer MOS's a warrant officer may have previously held), description (which, for enlisted MOS's, includes a general description of duties and qualifications that apply to the relevant skill levels, followed by descriptions of the skills, competencies, and knowledge required for proficiency at each skill level; and, for warrant officers, a description of duties and qualifications required in the MOS), and educational/training recommendations which, for enlisted MOS's, are given for each skill level (includes category, amount, and subject area). The appendix includes information on how MOS's are evaluated, descriptions of additional characters making up the MOS's, descriptions of the career management fields, and the Army Occupational Title Index. (EM)

ED 155 383 CE 016 775

Low, Phyllis And Others

Occupational Home Economics Education Series. Securing Employment. Competency Based Teaching Module.

American Home Economics Association, Washington, D.C.; Purdue Univ., Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEC-0-74-9140

Note—193p.; For related documents see CE 016 753 and CE 016 775-782

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01768-7)

EDRS Price MF-50.83 HC-\$10.03 Plus Postage.

Descriptors—Behavioral Objectives, Cognitive Tests, Curriculum Guides, Employment Opportunities, Employment Qualifications, Home Economics Skills, Interpersonal Competence, Job Application, *Occupational Guidance, *Occupational Home Economics, Performance Based Education, Performance Tests, Post Secondary Education, Secondary Education, Teaching Techniques

This module, one of ten competency based modules developed for vocational teachers, focuses on securing employment in home economics. It is designed for a variety of levels of learners (secondary, postsecondary, adult) in both school and non-school educational settings. Five competencies to be developed with this module deal with the meaning of work; availability of jobs that use home economics skills; job application procedures; laws, regulations, and policies that affect workers; and interpersonal relationships on the job. Student behavioral objectives, teaching strategies, and teaching resources (books, audiovisual aids, etc.) are listed for each competency. In an assessment section are pre- and posttests and a performance instrument with answer keys. Appended are seventy-two learner information sheets (forms, fact sheets, work sheets) and ten teacher information sheets (fact sheets, reference lists) keyed to specific teaching strategies in this module. A separate resource section lists books, periodicals, curriculum materials, pamphlets, films, filmstrips, tapes, kits, transparencies, slides, games, etc. Introductory material includes background on the development and field testing of the module plus rationale and directions for use of the module. (It is suggested that this module be used in conjunction with or prior to each of the other modules in this series—see note.) (JH)

ED 155 384 **CE 016 776**

Martin, Ruth

Occupational Home Economics Education Series. Fabrics and Textiles Merchandising. Competency Based Teaching Module.

American Home Economics Association, Washington, D.C./Purdue Univ., Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEC-0-74-9140

Note—322p.; Some of the learner information sheets have been removed because of copyright; For related documents see CE 016 753 and CE 016 775-782

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01764-4)

EDRS Price MF-50.83 HC-\$16.73 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Cognitive Tests, Curriculum Guides, Home Economics Skills, Job Skills, *Merchandising, *Occupational Home Economics, Performance Based Education, Performance Tests, Post Secondary Education, Senior High Schools, Teaching Techniques, *Textiles Instruction

This module, one of ten competency based modules developed for vocational home economics teachers, is based on a job cluster in fabric and textiles merchandising. It is designed for use with a variety of groups including grades 9-14 and adults. Focusing on the specific job title fabric and textiles salesperson, ten competencies and the student behavioral objectives, teaching strategies, and teaching resources (audiovisual aids, books, curriculum materials, business, materials, guest speakers) are listed. In an assessment section, pre- and posttests and a performance assessment instrument are included. Provided in the appendix are ninety-four learner information sheets (work sheets, fact sheets) and seventeen teacher information sheets (activity sheets, answer sheets) referenced to specific teaching strategies in this module. Introductory

material includes background on the development and field testing of the module, a rationale and job description for the occupational area, and directions for teacher use. (It is suggested that the module, *Securing Employment in Home Economics Occupations*, CE 016 775, be used in conjunction with or prior to the use of this module.) (JH)

ED 155 385 **CE 016 777**

Lowe, Phyllis And Others

Occupational Home Economics Education Series. Catering Services. Competency Based Teaching Module.

American Home Economics Association, Washington, D.C./Purdue Univ., Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEC-0-74-9140

Note—583p.; Not available in hard copy because of poor reproducibility of many pages; For related documents see CE 016 753 and CE 016 775-782

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01761-0)

EDRS Price MF-51.16 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Behavioral Objectives, Cognitive Tests, Curriculum Guides, *Food Service, Food Service Occupations, Home Economics Skills, Job Skills, *Occupational Home Economics, Performance Based Education, Performance Tests, Post Secondary Education, Secondary Education, Teaching Techniques

This module, one of ten competency based modules developed for vocational home economics teachers, is based on a job cluster in the catering industry. It is designed for use with a variety of levels of learners (secondary, postsecondary, adult) in both school and non-school educational settings. Focusing on two levels of employment, food caterer assistant (I) and food caterer (II), thirteen level I and eight level II competencies are listed along with corresponding student behavioral objectives, teaching strategies, and teaching resources (books, charts, visuals). In an assessment section, pre- and posttests and a performance instrument for each level are included, with answer keys. Provided in the appendix are 206 learner information sheets (work sheets, fact sheets, forms) and 139 teacher information sheets (activity sheets, fact sheets) each referenced to specific teaching strategies in this module. A separate resource section lists books, curriculum materials, pamphlets, films, filmstrips, slides, charts, learning packages, and catalogs. Introductory material includes background on the development and field testing of the module, a rationale and job description for the occupational area, and directions for teacher use. (It is suggested that the module, *Securing Employment in Home Economics Occupations*, CE 016 775, be used in conjunction with or prior to the use of this module.) (JH)

ED 155 386 **CE 016 778**

Lowe, Phyllis And Others

Occupational Home Economics Education Series. Window Treatment Services. Competency Based Teaching Module.

Purdue Univ., Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEC-0-74-9140

Note—159p.; For related documents see CE 016 753 and CE 016 775-782

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01769-5)

EDRS Price MF-50.83 HC-\$8.69 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Cognitive Tests, Curriculum Guides, Design Handicapped Students, Home Economics Skills, *Home Furnishings, Job Skills, *Occupational Home Economics, Performance Based Education, Performance Tests, Senior High Schools, Sewing Instruction, Slow Learners, Teaching Techniques, Windows

This module, one of ten competency based modules developed for vocational home economics teachers, is based on a job cluster in window treatment services. It can be used for various types of learners such as the handicapped, slow learners, high school students, and adults including senior citizens. Focusing on the specific job title of window treatment services aide/assistant or window covering specialist, six competencies are listed with corresponding student behavioral objectives, teaching strategies, and teaching resources (books, businesses, etc.). An assessment section contains pre- and posttests and a performance instrument with answer keys. Provided in the appendix are sixty-two learner information sheets (fact sheets, work sheets) and eight teacher information sheets (answer sheets to student activity guide) referenced to specific teaching strategies. A separate resource section lists books, pamphlets, curriculum materials, films, and lists. Introductory material includes background on the development and field testing of the module, a rationale and job description for the occupational area, and directions for teacher use. (It is suggested that the module, *Securing Employment in Home Economics Occupations*, CE 016 775, be used in conjunction with or prior to the use of this module.) (JH)

ED 155 387 **CE 016 779**

Lowe, Phyllis And Others

Occupational Home Economics Education Series. Consumer Services. Competency Based Teaching Module.

American Home Economics Association, Washington, D.C./Purdue Univ., Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEC-0-74-9140

Note—262p.; Some student information sheets were removed because of copyright; For related documents see CE 016 753 and CE 016 775-782

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01763-6)

EDRS Price MF-50.83 HC-\$14.05 Plus Postage.

Descriptors—Adult Education, Affective Tests, Cognitive Tests, Consumer Economics, *Consumer Education, Curriculum Guides, Home Economics Skills, Job Skills, *Occupational Home Economics, Post Secondary Education, Resource Teachers, Secondary Education, Teacher Education

This module, one of ten competency based modules developed for vocational home economics teachers, is based on a job cluster in consumer services. It is designed for a variety of levels (secondary, post-secondary, adult) in both school and non-school settings. Focusing on the specific job title of consumer advisor, eight competencies are listed with corresponding student behavioral objectives, teaching strategies, and teaching resources (books, films, businesses, etc.). An assessment section contains pre- and posttests and an affective instrument with answer keys. Provided in the appendix are 119 learner information sheets (fact sheets, work sheets) and 24 teacher information sheets (fact sheets, activity sheets, discussion topics) referenced to specific teaching strategies in this module. A separate resource section lists books, periodicals, curriculum materials, pamphlets, and audiovisual aids. Introductory material includes background on the development and field testing of the module, a rationale and job description for the

occupational area, and directions for teacher use. (It is suggested that the module, *Securing Employment in Home Economics Occupations*, CE 016 775, be used in conjunction with or prior to the use of this module.) (JH)

ED 155 388

CE 016 780

Lowe, Phyllis And Others

Occupational Home Economics Education Series. Furnishings and Housing Maintenance Services. Competency Based Teaching Module.

American Home Economics Association, Washington, D.C. Purdue Univ., Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEC-0-74-9140

Note—153p; For related documents see CE 016 753 and CE 016 775-782

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01766-1)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Adult Education, Behavioral Objectives, Cleaning, Cognitive Tests, Curriculum Guides, Handicapped Students, Home Economics Skills, *Home Furnishings, Job Skills, *Maintenance, *Occupational Home Economics, Performance Tests, Senior High Schools, Slow Learners, Teaching Techniques

This module, one of ten competency based modules developed for vocational home economics teachers, is based on a job cluster in household textiles maintenance. It is designed for use with various types of learners such as the handicapped, slow-learners, high school students in grades 9-12, and adults including senior citizens. Focusing on the specific job title of furnishing and housing maintenance worker, seven competencies are listed with corresponding student behavioral objectives, teaching strategies, and teaching resources (curriculum materials, businesses, people, books, etc.). An assessment section contains pre- and posttests and a performance instrument, with answer keys. Appended are forty learner information sheets (worksheets, evaluation forms) and nine teacher information sheets (activity guides, answer sheets) referenced to specific teaching strategies. Introductory material includes background on the development and field testing of the module, a rationale and job description for the occupational area, and directions for teacher use. (It is suggested that the module, *Securing Employment in Home Economics Occupations*, CE 016 775, be used in conjunction with or prior to the use of this module.) (JH)

ED 155 389

CE 016 781

Lowe, Phyllis And Others

Occupational Home Economics Education Series. Fast Food Services. Competency Based Teaching Module.

American Home Economics Association, Washington, D.C. Purdue Univ., Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEC-0-74-9140

Note—334p; Not available in hard copy because of poor reproducibility; Some of the learner information sheets have been removed because of copyright; For related documents see CE 016 753 and CE 016 775-782

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01765-2)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Behavioral Objectives, Cognitive Tests, *Curriculum Guides, *Food Service, Food Service Occupations, Home Economics Skills, Job Skills, *Occupational Home Economics, Performance Based Education, Performance Tests, Post Secondary Educa-

tion, Secondary Education, Teaching Techniques Identifiers—Fast Foods

This module, one of ten competency based modules developed for vocational home economics teachers, is based on a job cluster in fast food services. It is designed for a variety of levels of learners (secondary, postsecondary adult) in both school and non-school settings. Focusing on the specific job titles of bus attendant, counter worker/server/cashier, assembler, assistant-to-the-cook, and cook, eleven competencies are listed with corresponding student behavioral objectives, teaching strategies, and teaching resources (books, periodicals, films, slides, etc.). An assessment section contains pre- and posttests and a performance instrument with answer keys for each. Appended are seventy-three learner information sheets (fact sheets, observations, check sheets) and seventy-eight teacher information sheets (fact sheets, activities, check sheets) each referenced to specific teaching strategies. A separate resources section lists books, periodicals, curriculum materials, pamphlets, and various types of audiovisual aids. Introductory material includes background on the development and field testing of the module, a rationale and job description for the occupational area, and directions for teacher use. (It is suggested that the module, *Securing Employment in Home Economics Occupations*, CE 016 775, be used in conjunction with or prior to the use of this module.) (JH)

ED 155 390

CE 016 782

Berry, Kathleen

Occupational Home Economics Education Series. Clothing Alterations. Competency Based Teaching Module.

American Home Economics Association, Washington, D.C. Purdue Univ., Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Contract—OEC-0-74-9140

Note—392p; Portions of the introduction may not reproduce well; Page 20 is missing; Some of the learner information sheets have been removed because of copyright; For related documents see CE 016 753 and CE 016 775-782

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01762-8)

EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.

Descriptors—Behavioral Objectives, Cognitive Tests, Curriculum Guides, Home Economics Skills, Job Skills, *Occupational Home Economics, Performance Based Education, Performance Tests, *Sewing Instruction, Teaching Techniques

This module, one of ten competency based modules developed for vocational home economics teachers, is based on a job cluster in clothing services. It is designed for use at the secondary, post-secondary and adult level. Focusing on the specific job title clothing alterationist, eleven competencies are listed with corresponding student behavioral objectives, teaching strategies, and teaching resources (books, pamphlets, audiovisuals). An assessment section contains pre- and posttests and a performance instrument with answer keys. Appended are 109 learner information sheets (fact sheets, task sheets) and 16 teacher information sheets (fact sheets, answer sheets, evaluation forms, floor plans for learning laboratory) referenced to specific teaching strategies. A separate resources section lists books, periodicals, pamphlets, curriculum materials, and several types of audiovisual aids. Introductory material includes background on the development and field testing of the module, a rationale and job description for the occupational area, and directions for teacher use. (It is suggested that the module, *Securing Employment in Home Economics Occupations*, CE 016 775, be used in conjunction with or prior to the use of this module.) (JH)

ED 155 391

CE 016 790

Eason, Kenneth C. And Others

Local Educational Assessment Program. Guide 1. Introductory.

Athens Area Vocational-Technical School, Ga. Spons Agency—Georgia State Dept. of Education, Atlanta.

Pub Date—1 Jun 78

Note—63p; For related documents see CE 016 791-796

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Educational Assessment, *Evaluation Methods, Guidelines, Models, *Needs Assessment, *Objectives, Profile Evaluation, Program Administration, Program Development, Program Evaluation, Staff Improvement, *Technical Education, *Vocational Education

One of seven guides developed to assist vocational-technical institutions in conducting a systemized approach to local evaluation, this introductory guide provides a system overview that includes a rationale, acknowledgements, and design components. Also included are suggestions for implementation and utilization in the local setting. Numerous materials are appended, including the project developmental sequence, schematic, calendar of events for implementation, description of the appearance and design of instruments and principles of interview, the project matrix, and analysis profiles of occupational program needs, individual needs, and institutional needs. All seven guides are a part of an assessment model developed by project LEAP (Local Educational Assessment Program) and are designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. (BM)

ED 155 392

CE 016 791

Eason, Kenneth C. And Others

Local Educational Assessment Program. Guide 2. Consultative Team Evaluation.

Athens Area Vocational-Technical School, Ga. Spons Agency—Georgia State Dept. of Education, Atlanta.

Pub Date—1 Jun 78

Note—37p; For related documents see CE 016 790-796

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Consultants, Data Analysis, *Educational Assessment, Evaluation Criteria, Evaluation Methods, Guidelines, Models, *Needs Assessment, Objectives, Program Administration, Program Development, *Program Evaluation, Questionnaires, Staff Improvement, Teamwork, *Technical Education, *Vocational Education

One of seven guides developed to assist vocational-technical institutions in conducting a systemized approach to local evaluation, this consultative team evaluation guide provides a procedure for conducting a needs assessment by a team of experts from related business and industry. The project matrix included in this guide depicts the factors and indicators assessed by the consultative team evaluation and also includes the derivation of the sample instruments used in the assessment process. The guide is divided into four sections: (1) goals and objectives; (2) procedures for administration; (3) procedures for data analysis; and (4) model instruments and documents. (The sample documents and instruments included may be used as a basis for this type external assessment.) All seven guides are a part of an assessment model developed by project LEAP (Local Educational Assessment Program) and are designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. (BM)

ED 155 393

CE 016 792

Eason, Kenneth C. And Others

Local Educational Assessment Program. Guide 3. Student Perceptions.

Athens Area Vocational-Technical School, Ga.
Spons Agency—Georgia State Dept. of Education, Atlanta.

Pub Date—1 Jun 78

Note—43p.; For related documents see CE 016 790-796

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Data Analysis, *Educational Assessment, Evaluation Criteria, Evaluation Methods, Guidelines, Models, *Needs Assessment, Objectives, Program Administration, Program Development, Program Evaluation, Questionnaires, Staff Improvement, *Student Attitudes, Student Evaluation of Teacher Performance, *Student Needs, Student Opinion, *Technical Education, *Vocational Education

One of seven guides developed to assist vocational-technical institutions in conducting a systemized approach to local evaluation, this student perceptions guide presents a suggested methodology for conducting a needs assessment with in-school students. The matrix included in the guide depicts the factors and indicators assessed by the students and also includes the derivation of the sample instruments used in the assessment process. The guide is divided into four sections: (1) goals and objectives; (2) procedures for administration; (3) procedures for data analysis; and (4) model instruments and documents. All seven guides are a part of an assessment model developed by project LEAP (Local Educational Assessment Program) and are designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. (BM)

ED 155 394

CE 016 793

Eason, Kenneth C. And Others

Local Educational Assessment Program. Guide 4. Instructor Perceptions.

Athens Area Vocational-Technical School, Ga.
Spons Agency—Georgia State Dept. of Education, Atlanta.

Pub Date—1 Jun 78

Note—41p.; For related documents see CE 016 790-796

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Data Analysis, *Educational Assessment, Evaluation Criteria, Evaluation Methods, Guidelines, Models, *Needs Assessment, Objectives, Program Administration, Program Development, Program Evaluation, Questionnaires, Staff Improvement, *Teacher Attitudes, *Technical Education, *Vocational Education, *Vocational Education Teachers

One of seven guides developed to assist vocational-technical institutions in conducting a systemized approach to local evaluation, this instructor perceptions guide presents a suggested methodology for conducting a needs assessment with institutional instructors. The matrix included in the guide depicts the factors and indicators assessed by the instructor and also includes the derivation of the sample instruments used in the assessment process. The guide is divided into four sections: (1) goals and objectives; (2) procedures for administration; (3) procedures for data analysis; and (4) model instruments and documents. All seven guides are a part of an assessment model developed by project LEAP (Local Educational Assessment Program) and are designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. (BM)

ED 155 395

CE 016 794

Eason, Kenneth C. And Others

Local Educational Assessment Program. Guide 5. Administrative and Supervisory Perceptions.

Athens Area Vocational-Technical School, Ga.
Spons Agency—Georgia State Dept. of Education, Atlanta.

Pub Date—1 Jun 78

Note—23p.; For related documents see CE 016 790-796

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Administrative Personnel, Administrator Attitudes, Data Analysis, *Educational Assessment, Evaluation Criteria, Evaluation Methods, Guidelines, Models, *Needs Assessment, Objectives, Program Administration, Program Development, Program Evaluation, Questionnaires, Staff Improvement, *Supervisors, *Technical Education, *Vocational Education

One of seven guides developed to assist vocational-technical institutions in conducting a systemized approach to local evaluation, this administrative perceptions guide presents a suggested methodology for conducting a needs assessment with the administrative and supervisory staff. The matrix included depicts the factors and indicators assessed by the administrative and supervisory staff and also includes the derivation of the sample instruments used in the assessment process. The guide is divided into four sections: (1) goals and objectives; (2) procedures for administration; (3) procedures for data analysis; and (4) model instruments and documents. All seven guides are a part of an assessment model developed by project LEAP (Local Educational Assessment Program) and are designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. (BM)

ED 155 396

CE 016 795

Eason, Kenneth C. And Others

Local Educational Assessment Program. Guide 6. Follow-Up and Cost-Analysis Guide.

Athens Area Vocational-Technical School, Ga.
Spons Agency—Georgia State Dept. of Education, Atlanta.

Pub Date—1 Jun 78

Note—63p.; For related documents see CE 016 790-796

EDRS Price MF-\$0.83 HC-\$3.30 Plus Postage.

Descriptors—*Cost Effectiveness, Data Analysis, *Educational Assessment, Evaluation Criteria, Evaluation Methods, *Followup Studies, Graduate Surveys, Guidelines, Models, *Needs Assessment, Objectives, Program Administration, Program Development, Program Evaluation, Staff Improvement, *Technical Education, *Vocational Education, Vocational Followup

One of seven guides developed to assist vocational-technical institutions in conducting a systemized approach to local evaluation, this follow-up and cost effectiveness guide provides a suggested procedure for conducting a needs assessment from the external sources of former students. This guide also suggests various uses of extant enrollment and placement data that should be available within the local institution. Also included is a cost-effectiveness computational method that may be used for relative comparison of institutional programs. The matrix included depicts the factors and indicators assessed by these sources and also includes the derivation of instruments used in the assessment process. The guide is divided into four sections: (1) goals and objectives; (2) procedures for administration; (3) procedures for data analysis; and (4) model instruments and documents. All seven guides are a part of an assessment model developed by project LEAP (Local Educational Assessment Program) and are designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. (BM)

ED 155 397

CE 016 796

Eason, Kenneth C. And Others

Local Educational Assessment Program. Guide 7. Institutional, Program, and Staff Development.

Athens Area Vocational-Technical School, Ga.
Spons Agency—Georgia State Dept. of Education, Atlanta.

Pub Date—1 Jun 78

Note—21p.; For related documents see CE 016 790-795

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Data Analysis, *Educational Assessment, Evaluation Criteria, Evaluation Methods, Guidelines, Inservice Programs, Models, Needs Assessment, Objectives, Program Administration, *Program Development, Program Evaluation, *Program Improvement, *Staff Improvement, Teacher Evaluation, *Technical Education, *Vocational Education

One of seven guides developed to assist vocational-technical institutions in conducting a systemized approach to local evaluation, this institutional, program, and staff development guide provides a suggested method to organize and implement improvement activities designed to fulfill those institutional, individual, and program needs identified through the needs assessment process. (Needs assessment procedures are identified in five separate guides, CE 016 791-795.) This guide is divided into the following components: goal and objectives; definition and purpose; organization of data; defining priority needs; developing staff development contracts; and evaluation. Flow charts depicting the program and staff development and institutional development are included. Sample documents and instruments are also included. All seven guides are a part of an assessment model developed by project LEAP (Local Educational Assessment Program) and are designed to be used independently or in conjunction with all or some of the other guides in the system. (BM)

ED 155 398

CE 016 809

Edin, Stanley A.

Attributes of Secondary Vocational Center Training: Nature of Programs and Student Perceptions and Plans.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date—12 Dec 77

Note—84p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Area Vocational Schools, Bus Transportation, Demography, Educational Attitudes, Educational Objectives, High School Students, Learning Motivation, Occupational Surveys, School Attitudes, Secondary Education, State Surveys, *Student Attitudes, Student Characteristics, *Teacher Attitudes, Teacher Characteristics, Vocational Education Teachers

Identifiers—Minnesota

A total of 3,590 students, 155 instructors, and the directors from nineteen of the fifty-nine Minnesota secondary vocational centers participated in a study to collect information about the centers. Focus of the student information was on characteristics by age, sex, parental occupations, etc.; the extent to which students are based, the time spent in transit, and attitudes about bussing; influences and student perceived reasons for enrollment; and significant differences between males and females, juniors and seniors, students from different geographic regions, and bus riders vs. non-bus riders. Instructor information sought to describe the staffs in terms of basic biographical data, occupational work experience, education, professional trade/business and/or community organization membership, and opinions/attitudes on a variety of center related issues. Significant staff differences were identified by sex and geographic area. Findings showed that 70% of the students ride a bus to the center and that their

attitude toward the ride is the most negative aspect of their center experience. In general, student attitudes toward their vocational experience are very positive and they recognize its impact on post-high school plans and life work goals. Student reasons for enrollment parallel statewide vocational center objectives. The typical instructor is under 35 with a bachelor's degree, tends to be more active in community than in professional organizations, uses competency based curriculum, and prioritizes instructional goals as follows: occupational exploration, preparation for advanced training, and job placement. (Questionnaires and data analyses are included.) (VB)

ED 155 399 CE 016 859

Parkinson, Jan

Employment Tax Credit Utilization.

Institute for Manpower Program Analysis, Consultation and Training, Inc., Minneapolis, Minn.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Feb 78

Contract—DOL: 51-27-75-03

Note—46p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cost Effectiveness, *Credit (Finance), Economically Disadvantaged, Employer Attitudes, Employment Opportunities, *Employment Practices, *Employment Programs, Federal Legislation, Federal Programs, Financial Support, Job Development, National Surveys, *Program Effectiveness, *Taxes, Welfare Recipients

Identifiers—Aid to Families with Dependent Children, United States, *Work Incentive Program

Utilizing data collected through a national survey of employers, the impact of federal tax credit programs for employers of Work Incentive Program (WIN) participants and Aid to Families with Dependent Children (AFDC) recipients was assessed. Six major questions were addressed: (1) What differences there were in the use of the WIN and welfare tax credits? (2) To what degree were employment tax credits a factor in employer decisions to hire WIN and welfare participants? (3) What features of each tax credit either contributed to or inhibited its use? (4) Was the program cost beneficial? (5) What are the implications of the study findings for legislation, policy, program design and operation? and (6) How can the program be changed to increase its use and make it more cost beneficial? The findings include the following: neither employment tax credit is extensively used but, of the two, the WIN tax credit is used more frequently; only eleven percent of the respondents who received tax credit certifications stated that the WIN tax credit was an important factor in their hiring decisions; the degree of tax credit utilization was often related to the overall economic health of the community; businesses became informed of the tax credit primarily through local WIN and Employment Service efforts; the emphasis which WIN job developers placed on the tax credit influenced how often it was utilized; and the WIN tax credit is a cost-effective approach for promoting WIN hires among employers who are aware of their eligibility for a tax credit. (EM)

ED 155 400 CE 016 911

Learning Activity Packages for the V-TECS Secretarial Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Stenographic, Typing, and Related Occupations.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—23p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Bookkeeping, Business Correspondence, Business Education, *Business Skills, *Curriculum, Filing, *Office Occupations Education, Organization, *Performance Based Education, Planning, Recordkeeping, Stenography, Typewriting

Identifiers—Vocational Technical Education Consortium States

This booklet describes the thirteen sets of learning activity packages developed around the performance objectives specified in the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog. The thirteen sets provide information and learning activities for the following duties: (1) performing mail activities; (2) typewriting; (3) performing receptionist activities; (4) maintaining files and library; (5) performing clerical activities; (6) performing computational clerical activities; (7) performing bookkeeping and accounting activities; (8) keypunching data; (9) performing stenographic activities; (10) coordinating and performing activities for employer; (11) inspecting and evaluating; (12) supervising and implementing; and (13) organizing and planning. Packets within each set are listed by title, and the V-TECS performance objective that served as a basis for developing the material is identified for each. Also, a brief description of each packet's contents is provided. The packets, each of which includes both a student manual and an instructor's manual, are designed for self-paced individual instruction and may be adapted for use with large groups. Each of the seventy-eight packets is available separately—CE 016 912-989. (DTT)

ED 155 401 CE 016 912

Creel, Alice

Process Incoming Mail and Forward Mail. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—43p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Correspondence, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education

Identifiers—*Business Mail Processing, Vocational Technical Education Consortium States

Supporting performance objectives 59 and 60 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on processing incoming mail and forwarding mail are included in this packet. (The packet is the first in a set of eight on performing mail activities—CE 016 912-919.) The student materials include information on the processing and forwarding of mail, related activities, and self-tests and an answer key. The instructor's manual includes teaching instructions, a listing of equipment and materials needed, sample letters and enclosures for the activities, and a filmstrip script. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the eight packets

in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 402 CE 016 913

Creel, Alice

Process Regular Outgoing Mail and Locate Zip Codes. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—38p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objectives 57 and 66 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on processing regular outgoing mail and locating zip codes are included in this packet. (The packet is the second in a set of eight on performing mail activities—CE 016 912-919.) The student materials include information on processing regular (i.e., non-bulk) outgoing mail and using the Zip Code Directory, practice activities of folding and inserting letters into three standard-type envelopes, and assigning zip codes. Also included are self-check quizzes with an answer key and check-out activities. The instructor's manual includes teaching instructions, a listing of equipment and supplies needed, sample letters with relevant enclosures, a list of names and addresses to use with the activities, answer keys to the check-out activities, and an evaluator's final checklist. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the eight packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 403 CE 016 914

Bostian, Nancy

Process Outgoing Bulk Mail. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—20p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education

Identifiers—*Business Mail Processing, Vocational Technical Education Consortium States

Supporting performance objective 58 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of

student materials and an instructor's manual on processing outgoing bulk mail are included in this packet. (The packet is the third in a set of eight on performing mail activities—CE 016 912-919.) The student materials include information on bulk mail regulations and costs and the postal bundle identification system. Also included is a self-test with an answer key, and a check-out activity. The instructor's manual includes 210 addresses to be typed onto envelopes which are to be used with coded labels (included as black-and-white representations in the instructor's manual or to be obtained actually from the post office) in the mail-sorting exercise of the check-out activity. Also included are an answer form and an answer key. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the eight packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 404 CE 016 915

Bostian, Nancy

Place Postage on Outgoing Mail Using Postage Meter. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—29p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Machines, *Office Occupations Education, Performance Based Education
Identifiers—*Business Mail Processing, Vocational Technical Education Consortium States

Supporting performance objective 63 of the V-TECS (Vocational-Technical Education Consortium of States) secretarial catalog, both a set of student materials and an instructor's manual on placing postage on outgoing mail by use of a postal meter are included in this packet. (The packet is the fourth in a set of eight on performing mail activities—CE 016 912-919.) The student materials include information on the classes of mail, postage rates, postage meters, and postal scales. Included also are a self-check quiz, with an answer key, and a check-out activity involving the use of a postal scale and illustrative metered amounts of postage. The instructor's manual includes directions for packet administration, illustrations of ten pieces of mail representing various weights, illustrations of postage meter stamps for varying amounts, an answer sheet blank, and an answer key. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the eight packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 405 CE 016 916

Bostian, Nancy

Keep Postage Meter Record Book. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—12p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Recordkeeping

Identifiers—*Business Mail Processing, Vocational Technical Education Consortium States

Supporting performance objective 62 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on keeping a postage meter record book are included in this packet. (The packet is the fifth in a set of eight on performing mail activities—CE 016 912-919.) The student materials include information on keeping a postage meter record book and a check-out activity. The instructor's manual includes two pages of material to be duplicated for use with the check-out activity, and an answer key. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the eight packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 406 CE 016 917

Bostian, Nancy

Place Postage on Metered Reply Mail Using Postage Meter. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—18p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education

Identifiers—*Business Mail Processing, Vocational Technical Education Consortium States

Supporting performance objective 64 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on placing postage on metered reply mail using a postage meter are included in this packet. (The packet is the sixth in a set of eight on performing mail activities—CE 016 912-919.) The student materials include information on placing prepaid postage on metered reply mail, a postage rating chart, a student self-test (with an answer key), and a check-out activity. The instructor's manual includes directions for administering the packet's activity, samples of addressed envelopes (with indicated weights) for duplication, an answer sheet blank, and an answer key. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 407

CE 016 918

Bostian, Nancy

Handle Specialized Mail. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—36p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Correspondence, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education
Identifiers—*Business Mail Processing, Vocational Technical Education Consortium States

Supporting performance objective 61 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on handling specialized mail are included in this packet. (The packet is the seventh in a set of eight on performing mail activities—CE 016 912-919.) The student materials include information on special services (special delivery, insurance, C.O.D., etc.), examples of special service labels, receipts, and forms, a self-test with answer key, and a check-out activity. The instructor's manual includes directions for administering the packet activity, sample addressed envelopes (with indicated weights) for duplicating, an answer form, and an answer key. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the eight packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 408 CE 016 919

Bostian, Nancy

Prepare Parcels for Mailing. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—18p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Individual Instruction, Instructional Materials, *Office Occupations Education, Performance Based Education

Identifiers—*Business Mail Processing, *Parcel Mail, Vocational Technical Education Consortium States

Supporting performance objective 65 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on preparing parcels for mailing are included in this packet. (The packet is the eighth in a set of eight on performing mail activities—CE 016 912-919.) The student materials include information on preparing parcels for mailing, packaging tips, a postal zone chart and a rate chart, a self-test with answer key, and a check-out activity. The instructor's manual includes directions for administering the packet ac-

tivity, sample addressed parcel labels (with various parcel weights indicated) for duplicating, an answer form, and an answer key. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the eight packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 409 CE 016 920

Snapp, Jane

Maintaining Office Equipment. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—15p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Equipment Maintenance, *Office Machines, *Office Occupations Education, Performance Based Education, *Typewriting

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 41 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on maintaining office equipment are included in this packet. (The packet is the first in a set of fifteen on typewriting—CE 016 921-934.) The student materials include a pretest and a posttest, two learning activities, two check-out activities, and an instructor's evaluation guide for each check-out activity. The instructor's manual includes a program description and outline and a list of required supplies and equipment. Also included are an answer key for the posttest and the narrative for a filmstrip on maintaining office equipment. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the fifteen packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 410 CE 016 921

Snapp, Jane

Correcting Errors on Originals and Carbon Copies. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—21p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Office Occupations Education, Performance Based Education, *Typewriting

Identifiers—Vocational Technical Education Consortium States

Supporting performance objectives 75-86 of the V-TECS (Vocational-Technical Education Consor-

tium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on correcting errors on originals and carbon copies are included in this packet. (The packet is the second in a set of fifteen on typewriting—CE 016 920-934.) The student materials include a pretest and posttest, two learning activities, two check-out activities, and an instructor's evaluation guide for each check-out activity. The instructor's manual includes a description of entering behaviors, terminal objectives, a list of required materials and equipment, suggestions for administering the packet, an answer key for the posttest, and the narrative for a filmstrip. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the fifteen packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 411 CE 016 922

Snapp, Jane

Memorandums, Interoffice Communication. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—36p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Typewriting

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 84 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on typing memorandums are included in this packet. (The packet is the third in a set of fifteen on typewriting—CE 016 920-934.) The student materials include a pretest and a posttest, four learning activities, four check-out activities, and an instructor's evaluation guide for each check-out activity. The instructor's manual includes a description of entering behaviors, terminal objectives, required materials and equipment, procedures for the instructor, an answer sheet for the posttest, answers to the learning activities and the check-out activities, and the narrative for a filmstrip. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the fifteen packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 412 CE 016 923

Snapp, Jane

Typing File Folder Labels and Mailing Labels. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—20p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Typewriting

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 82 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on typing file folder labels and mailing labels are included in this packet. (The packet is the fourth in a set of fifteen on typewriting—CE 016 920-934.) The student materials include a pretest and a posttest, three learning activities, masters for file folder labels and mailing labels, a check-out activity, and an instructor's evaluation guide for the check-out activity. The instructor's manual includes lists of entering behaviors, required supplies and equipment, procedures for both group and individual instruction, an answer sheet for the posttest, and the narrative for a filmstrip. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the fifteen packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 413 CE 016 924

Snapp, Jane

Typing Addresses on Envelopes. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—21p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-50.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Typewriting

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 76 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on typing addresses on envelopes are included in this packet. (The packet is the fifth in a set of fifteen on typewriting—CE 016 920-934.) The student materials include a pretest and a posttest, three learning activities, a check-out activity, and an instructor's evaluation guide for the check-out activity. The instructor's manual includes a list of supplies and materials needed, a program outline, an answer sheet for the posttest, the narrative for a filmstrip, an overhead transparency, and a copy master of two envelope sizes. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the fifteen packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 414 CE 016 925

Snapp, Jane

Chain Feeding. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Edu-

cation, Columbia. Office of Vocational Education.
Pub Date—77

Note—15p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Typewriting

Identifiers—Vocational Technical Education Consortium States

Supporting performance objectives 82, 76, and 85 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on chain feeding techniques and correction methods are included in this packet. (The packet is the sixth in a set of fifteen on typewriting—CE 016 920-934.) The student materials include a pretest and a posttest, two learning activities, a check-out activity, and an instructor's evaluation guide for the check-out activity. The instructor's manual includes a statement of the performance objective and teaching procedure, an answer sheet for the posttest, and the narrative for a filmstrip. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the fifteen packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 415

CE 016 926

Snapp, Jane

Typing Postal Cards. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—14p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Typewriting

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 85 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on typing postal cards are included in this packet. (The packet is the seventh in a set of fifteen on typewriting—CE 016 920-934.) The student materials include a pretest and a posttest, a master for simulated post cards, a learning activity, a check-out activity, and an instructor's evaluation guide for the check-out activity. The instructor's manual includes a program description and outline, a list of required supplies and equipment, answer sheet for the posttest, and the narrative for a filmstrip. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the fifteen packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (VB)

ED 155 416

CE 016 927

Snapp, Jane

Typing Tabulated Information. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—28p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, *Typewriting

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 77 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on typing tabulated information, such as tables, columns, or rows of figures are included in this packet. (The packet is the eighth in a set of fifteen on typewriting—CE 016 920-934.) The student materials include seventeen learning activities (some of which have various problems relating to the specific subject of the activity), two check-out activities, and an instructor's evaluation guide for the check-out activity. The instructor's manual consists of a lengthy narrative for a filmstrip. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the fifteen packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 417

CE 016 928

Snapp, Jane

Typing Business Letters. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—23p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Correspondence, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Typewriting

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 81 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on typing business letters are included in this packet. (The packet is the ninth in a set of fifteen on typewriting—CE 016 920-934.) The student materials include a pretest and a posttest, three check-out activities, a simulated letterhead master, and an instructor's evaluation guide for each activity. The instructor's manual includes directions for administering the packet, a list of materials and equipment needed, an answer sheet for the posttest, and three overhead transparencies. The materials are de-

signed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the fifteen packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 418

CE 016 929

Snapp, Jane

Typing Manuscripts. General Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—12p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Typewriting

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 83 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on typing manuscripts are included in this packet. (The packet is the tenth in a set of fifteen on typewriting—CE 016 920-934.) The packet includes four learning activities and a check-out activity consisting of an edited rough draft copy of a manuscript with footnotes and instructions for style and binding. Also included in the packet is an instructor's evaluation guide for the activity. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the fifteen packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 419

CE 016 930

Snapp, Jane

Mastering the Offset Master. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—34p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Reprography, *Typewriting

Identifiers—*Offset Duplication, Vocational Technical Education Consortium States

Supporting performance objective 78 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on mastering the offset master are included in this packet. (The packet is the eleventh in a set of fifteen on typewriting—CE 016 920-934.) The student materials include a pretest and a posttest, three learning activities, two check-out activities, an instructor's evaluation guide for each check-out ac-

tivity, quest (additional and optional) activities, and brief appendixes on preserving the paper master, cleaning the offset printer, using an offset plate-maker, and preparing paper masters on a photocopier. The instructor's manual includes a program description, lists of entering behavior, terminal objectives, and required equipment and materials; procedures for the instructor for both group and individual instruction; an answer sheet for the posttest; follow-up activities; references; and a narrative for a filmstrip. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the fifteen packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 420

CE 016 931

Snapp, Jane

Typing Spirit Masters. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—18p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Typewriting

Identifiers—*Spirit Duplication, Vocational Technical Education Consortium States

Supporting performance objective 79 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on typing and correcting spirit masters are included in this packet. (The packet is the twelfth in a set of fifteen on typewriting—CE 016 920-934.) The student materials include a pretest and a posttest, a learning activity, two check-out activities, and an instructor's evaluation guide for each check-out activity. The instructor's manual includes a list of entering behaviors, terminal objectives, and required materials and equipment; an answer key for the posttest; and a filmstrip narrative. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the fifteen packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 421

CE 016 932

Snapp, Jane

Mastering the Stencil. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—23p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials,

*Office Occupations Education, Performance Based Education, *Typewriting

Identifiers—*Stencil Duplication, Vocational Technical Education Consortium States

Supporting performance objective 80 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on typing and correcting stencils are included in this packet. (The packet is the thirteenth in a set of fifteen on typewriting—CE 016 920-934.) The student materials include a pretest and a posttest, two learning activities, two check-out activities, and an instructor's evaluation guide for each of the check-out activities. The instructor's manual includes the program description; a list of entering behaviors, terminal objectives, and required materials and equipment; procedures for both group and individual instruction; an answer sheet for the posttest; follow-up activities; and a filmstrip narrative. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the fifteen packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 422

CE 016 933

Snapp, Jane

Typing Preprinted Business Forms. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—25p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Office Occupations Education, Performance Based Education, *Records (Forms), *Typewriting

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 75 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on typing preprinted business forms are included in this packet. (The packet is the fourteenth in a set of fifteen on typewriting—CE 016 920-934.) The student materials include a pretest and a posttest, four learning activities with simulated preprinted forms masters, two check-out activities with simulated preprinted forms masters, and an instructor's evaluation guide for each check-out activity. The instructor's manual includes an objective statement, description of materials required, an outline of the program format, an answer key for the posttest, and a filmstrip narrative. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the fifteen packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 423

CE 016 934

Snapp, Jane

Justifying the Right Margin. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—15p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Typewriting

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 86 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on justifying the right margin are included in this packet. (The packet is the fifteenth in a set of fifteen on typewriting—CE 016 920-934.) The student materials include a pretest and a posttest, two learning activities, two check-out activities, and an instructor's evaluation guide for each of the two activities. The instructor's manual includes an introduction, a program outline, an answer sheet for the posttest, and a filmstrip narrative. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the fifteen packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 424

CE 016 935

Harrison, Pam

Performing Receptionist Activities. Answer the Telephone. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—21p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Receptionists

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 68 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on answering the telephone are included in this packet. (The packet is the first in a set of four on performing receptionist activities—CE 016 936-938.) The student materials include a review of a filmstrip presentation and answer key, information and activity for putting a call on hold, activity for taking the recording a message (for which there is an answer key), activity for telephone conversations, a review test, and an instructor's final checklist. The instructor's manual includes directions and suggestions for administering the packet, a list of materials and equipment needed, simulated forms for duplicating, student activity key, answers to review test, and the narration for the filmstrip. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the four packets in this set along with those in several other sets—seventy-eight packets in all—based on the same

V-TECS catalog.) (JT)

ED 155 425 CE 016 936*Harrison, Pam***Performing Receptionist Activities. Placing Telephone Calls. Student's Manual and Instructor's Manual.**

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—25p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Receptionists

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 69 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual in placing telephone calls are included in this packet. (The packet is the second in a set of four on performing receptionist activities—CE 016 935-938.) The student materials include a pretest, information on using the telephone directory, types of telephone calls, two self-check quizzes (the second of which has an answer key), a posttest, and an instructor's final checklist. The instructor's manual includes directions for administering this packet, a list of supplies and materials needed, answer keys to the pretest and posttest, and the narrative script for a filmstrip. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the four packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 426 CE 016 937*Harrison, Pam***Performing Receptionist Activities. Send Telegrams and Cablegrams. Student's Manual and Instructor's Manual.**

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—21p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Receptionists

Identifiers—*Cablegrams, *Telegraphic Communication, Vocational Technical Education Consortium States

Supporting performance objective 70 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on sending telegrams and cablegrams are included in this packet. (The packet is the third in a set of four on performing receptionist activities—CE 016 935-938.) The student materials include a pretest, information on telegrams and cablegrams, three student activities (for the last of which an answer key is provided), and a posttest. The instructor's manual includes suggestions for administering the packet, a list of materials and equipment needed, keys to the pretest and posttest, and an overhead transparency. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the four packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

information on telegrams and cablegrams, three student activities (for the last of which an answer key is provided), and a posttest. The instructor's manual includes suggestions for administering the packet, a list of materials and equipment needed, keys to the pretest and posttest, and an overhead transparency. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the four packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 427 CE 016 938*Harrison, Pam***Performing Receptionist Activities. Greet Callers and Visitors. Student's Manual and Instructor's Manual.**

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—12p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Receptionists

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 67 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on greeting callers and visitors are included in this packet. (The packet is the fourth in a set of four on performing receptionist activities—CE 016 935-937.) The student materials include two student activities and an instructor's checklist. The instructor's manual includes suggestions for administering the module, a list of materials needed, and the narrative script for a filmstrip. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the four packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 428 CE 016 939*McLeod, Sadie***Filing Alphabetically. Basic Rules. Student's Manual and Instructor's Manual.**

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—54p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Filing, *Indexing, *Information Processing, Instructional Materials, *Office Occupations Education, Performance Based Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objectives 21, 25, and 26

of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on the basic rules of filing alphabetically are included in this packet. (The packet is the first in a set of nine on maintaining files and a library—CE 016 940-947.) The student materials include definitions of filing terms, basic rules on alphabetic filing and cross-referencing, four student self-check quizzes (with answer keys), a practice filing activity, a check-out activity, masters of simulated file cards, and an instructor's final checklist. The instructor's manual includes statement of purpose for the entire set, program description, a list of required materials and equipment for the packet, suggestions for bulletin boards, and reference materials on filing. Also included are directions for preparing the module for student use and an answer key for the check-out activity. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 429 CE 016 940*McLeod, Sadie***Filing Alphabetically. Specialized Rules. Student's Manual and Instructor's Manual.**

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—35p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Filing, *Information Processing, Instructional Materials, *Office Occupations Education, Performance Based Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objectives 21, 25, and 26 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog both a set of student materials and an instructor's manual on specialized rules for alphabetical filing are included in this packet. (The packet is the second in a set of nine on maintaining files and a library—CE 016 939-947.) The student materials include information on filing unusual names, businesses, institutions, locations, and miscellaneous items; two student self-checks and a practice activity with simulated file cards and answer keys; a check-out activity; and an instructor's final checklist. The instructor's manual includes instructions for preparing this module for student use and a key for the check-out activity. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 430 CE 016 941*McLeod, Sadie***Filing Alphabetically. Governmental Rules. Student's Manual and Instructor's Manual.**

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—70p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Filing, *Information Processing, Instructional Materials, *Office Occupations Education, Performance Based Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objectives 21, 25, and 26 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on filing materials alphabetically by governmental rules are included in this packet. (The packet is the third in a set of nine on maintaining files and a library—CE 016 939-947.) The student materials include guidelines for filing governmental units, information on chronological filing, two student self-checks and a student activity (with answer keys), a check-out activity, and an instructor's final checklist. The instructor's manual includes directions for preparing the module for student use and an answer key for the final check-out activity. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911-lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 431 **CE 016 942**

McLeod, Sadie

Filing Numerically. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—36p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Filing, *Information Retrieval, *Information Storage, *Office Occupations Education, Performance Based Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 22 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on filing materials numerically are included in this packet. (The packet is the fourth in a set of nine on maintaining files and a library—CE 016 939-947.) The student materials include information on numerical filing, a self-check and student activity (with answer keys), final check-out activities; simulated index cards and business letters, and an instructor's final checklist. The instructor's manual includes directions for preparing the module for student use and an answer key for the final check-out activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911-lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 432

McLeod, Sadie

Filing Geographically. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—15p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Filing, *Information Processing, *Information Retrieval, *Information Storage, Instructional Materials, *Office Occupations Education, Performance Based Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 23 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on filing materials geographically are included in this packet. (The packet is the fifth in a set of nine on maintaining files and a library—CE 016 939-947.) The student materials include information on geographic filing, a self-check quiz and two student activities (for which there are answer keys), two check-out activities, and an instructor's final checklist. The instructor's manual includes directions for preparing the module for student use and keys for the two check-out activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911-lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 433

McLeod, Sadie

Filing by Subject. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—15p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Filing, *Information Processing, *Information Retrieval, *Information Storage, Instructional Materials, *Office Occupations Education, Performance Based Education

Identifiers—Subject Files, Vocational Technical Education Consortium States

Supporting performance objective 24 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on filing by subject are included in this packet. (The packet is the sixth in a set of nine on maintaining files and a library—CE 016 939-947.) The student materials include information on subject filing, a self-check quiz and two student activities (with answer keys), two check-out activities, and an instructor's final checklist. The instructor's manual includes directions for preparing the module for stu-

CE 016 943

dent use and an answer key for the check-out activity. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911-lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 434

McLeod, Sadie

Managing Records Systems. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—21p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Filing, *Information Processing, *Information Storage, *Office Occupations Education, Performance Based Education, *Recordkeeping

Identifiers—Vocational Technical Education Consortium States

Supporting performance objectives 27 and 15 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on managing records systems are included in this packet. (The packet is the seventh in a set of nine on maintaining files and a library—CE 016 939-947.) The student materials include information using the card tickler file and managing file folders, a student activity, two check-out activities, and an instructor's final checklist. The instructor's manual includes directions for preparing the module for student use and answer keys for the check-out activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911-lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 435

McLeod, Sadie

Developing a Records System. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—10p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Filing, *Information Processing, *Information Storage, *Office Occupations Education, Performance Based Education, *Recordkeeping

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 20 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on developing a records system are included in this

packet. (The packet is the eighth in a set of nine on maintaining files and a library—CE 016 939-947.) The student materials include information on developing a records system, a check-out activity, and an instructor's final checklist for evaluating student performance. The instructor's manual includes instructions for duplicating the checklist. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 436 **CE 016 947**

McLeod, Sadie

Maintaining News Files. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—10p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Filing, *Information Storage, *Office Occupations Education, Performance Based Education

Identifiers—*News Files, Vocational Technical Education Consortium States

Supporting performance objective 19 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on maintaining news files are included in this packet. (The packet is the ninth in a set of nine on maintaining files and a library—CE 016 939 947.) The student materials include information on developing news files, a check-out activity, and an instructor's final checklist to evaluate the student's performance. The instructor's manual includes directions for administering the check-out activity. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 437 **CE 016 948**

Jones, Maleta M.

Performing Clerical Activities. Sales Clerk. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—21p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Clerical Occupations, Instructional Materials, *Office Occupations Education, Performance Based Education, *Records (Forms), Salesmanship, *Sales Occupations

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 44 of the V-

TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on taking sales orders in person are included in this packet. (The packet is the first in a set of three on performing clerical activities—CE 016 948-950.) The student materials include information on sales orders and preparing sales orders, two self-check quizzes with answer keys, a check-out activity, and a final checklist for the instructor's evaluation of activity performance. The instructor's manual includes instructions for duplicating necessary materials and for administering the packet activity. Also included are a sales-slip transparency and four sales-slip overlays. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the three packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 438 **CE 016 949**

Jones, Maleta M.

Performing Clerical Activities. Order Clerk. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—49p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Clerical Occupations, Instructional Materials, *Office Occupations Education, Performance Based Education, *Records (Forms)

Identifiers—Vocational Technical Education Consortium States

Supporting performance objectives 6 and 43 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on preparing and processing requisitions are included in this packet. (The packet is the second in a set of three on performing clerical activities—CE 016 948-950.) The student materials include information on (and an example of) a requisition form and how to process same, two self-tests with answer keys, a check-out activity (which includes necessary sample materials), and an instructor's final checklist for evaluating activity performance. The instructor's manual includes duplicating instructions, suggestions for administering the packet activity, an answer key for the check-out activity, and several transparencies and overlays for teaching the use of purchase requisitions, purchase orders, and stock record cards. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the three packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 439 **CE 016 950**

Jones, Maleta M.

Performing Clerical Activities. Preparing Accident Reports in an Office.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—28p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accidents, Behavioral Objectives, Business Education, Business Skills, Clerical Occupations, Instructional Materials, Insurance Programs, *Office Occupations Education, Performance Based Education, *Reports, Traffic Accidents

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 5 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on preparing accident reports in an office are included in this packet. (The packet is the third in a set of three on performing clerical activities—CE 016 948-950.) The student materials include information on insurance policies and preparing accident reports, two self-tests with answer keys, a check-out activity (with relevant forms), and an instructor's final checklist for evaluating activity performance. The instructor's manual includes duplicating instructions, suggestions for administering the packet and its activity, a cassette tape script for optional use with part of the activity, and an answer key to the activity. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the three packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 440 **CE 016 951**

Hamer, Jean

Taking Inventory. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—13p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Clerical Occupations, Instructional Materials, *Office Occupations Education, Performance Based Education, Records (Forms)

Identifiers—*Inventories, Vocational Technical Education Consortium States

Supporting performance objective 56 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on taking inventory are included in this packet. (The packet is the first in a set of nine on performing computational clerical activities—CE 016 951-959.) The student materials include information on inventorying, an instruction sheet for an included student activity, and a check-out activity. The instructor's manual includes instructions for duplicating form materials related to the two activities and answer keys for the activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 441

CE 016 952

Hamer, Jean

Making Monthly Statements from Ledger Accounts. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—25p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Clerical Occupations, Instructional Materials, *Office Occupations Education, Performance Based Education, *Records (Forms)

Identifiers—*Ledgers, Vocational Technical Education Consortium States

Supporting performance objective 48 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on making monthly statements from ledger accounts are included in this packet. (The packet is the second in a set of nine on performing computational clerical activities—CE 016 951-959.) The student materials include information on preparing monthly statements from ledger accounts, a student activity, and a check-out activity with relevant sample forms. The instructor's manual includes instructions for duplicating sample forms for the two activities, and answer keys. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911-lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 442

CE 016 953

Hamer, Jean

Computing Extensions and Completing Monthly Statements. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—21p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Clerical Occupations, Instructional Materials, *Office Occupations Education, Performance Based Education, *Records (Forms)

Identifiers—*Monthly Statements, Vocational Technical Education Consortium States

Supporting performance objectives 47 and 52 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on computing extensions and completing monthly statements from invoices are included in this packet. (The packet is the third in a set of nine on performing computational clerical activities—CE 016 951-959.) The student materials include information on computing extensions and completing

monthly statements from invoices, a student activity, a check-out activity, and sample forms. The instructor's manual includes instructions for duplicating the sample forms, suggestions for administering the packet, and answer keys for the activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911-lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 443

CE 016 954

Hamer, Jean

Computing Cash Discounts. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—17p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Clerical Occupations, Instructional Materials, *Office Occupations Education, Performance Based Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 51 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on computing cash discounts are included in this packet. (The packet is the fourth in a set of nine on performing computational clerical activities—CE 016 951-959.) The student materials include a student activity, a check-out activity, related sample forms for performing the activities, and a student answer sheet blank. The instructor's manual includes instructions for duplicating forms and other materials related to the activities, a blank invoice form, suggestions for administering the check-out activity, and answer keys for the activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911-lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 444

CE 016 955

Hamer, Jean

Completing Invoices. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—12p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Clerical Occupations, Instructional Materials, *Office Occupations Education, Performance Based Education, *Records (Forms)

Identifiers—*Clerical Accounting, Vocational Technical Education Consortium States

Supporting performance objective 46 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on completing invoices are included in this packet. (The packet is the fifth in a set of nine on performing computational clerical activities—CE 016 951-959.) The student materials include basic information on sales invoices, a student activity involving computations and completion of an invoice, and a check-out activity with sample invoice forms. The instructor's manual includes instructions for duplicating materials necessary for the activities and answer keys for both activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911-lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 445

CE 016 956

Hamer, Jean

Writing Checks. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—17p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Clerical Occupations, Instructional Materials, *Money Management, *Office Occupations Education, Performance Based Education

Identifiers—*Check Writing, *Clerical Accounting, Vocational Technical Education Consortium States

Supporting performance objective 54 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on writing checks are included in this packet. (The packet is the sixth in a set of nine on performing computational clerical activities—CE 016 951-959.) The student materials include basic information on the purpose and operation of a checking account, a student activity, a check-out activity, and sample blank checks, account statements, and business statements. The instructor's manual includes instructions for duplicating sample forms for both activities, and answer keys. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016-911-lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 446

CE 016 957

Hamer, Jean

Endorsing Checks. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—10p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight over-

head transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Machines, *Office Occupations Education, Performance Based Education

Identifiers—*Business Mail Processing, Vocational Technical Education Consortium States

Supporting performance objectives 42 and 53 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on endorsing checks are included in this packet. (The packet is the seventh in a set of nine on performing computational clerical activities—CE 016 951-959.) The student materials include information on four kinds of check endorsement, a student activity, a check-out activity, and simulated sample checks. The instructor's manual includes metered amounts of postage. The instructor's manual includes directions for duplicating necessary activity materials and answer keys. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 447

CE 016 958

Hamer, Jean

Depositing Checks, Currency, and Coins. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—12p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Banking, Behavioral Objectives, Business Education, Business Skills, *Clerical Occupations, Instructional Materials, *Money Management, *Office Occupations Education, Performance Based Education

Identifiers—*Clerical Accounting, Vocational Technical Education Consortium States

Supporting performance objectives 42 and 53 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on depositing checks, currency, and coins are included in this packet. (The packet is the eighth in a set of nine on performing computational clerical activities—CE 016 951-959.) The student materials include information on preparing a deposit ticket and depositing money in a bank; a student activity; a check-out activity; a sample deposit ticket blank; and simulated checks, currency, and coins. The instructor's manual includes instructions for materials duplication and a key for the check-out activity. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 448

CE 016 959

Hamer, Jean

Reconciling Bank Statement. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—32p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Banking, Behavioral Objectives, Business Education, Business Skills, *Clerical Occupations, Instructional Materials, *Money Management, *Office Occupations Education, Performance Based Education

Identifiers—*Clerical Accounting, Vocational Technical Education Consortium States

Supporting performance objective 39 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on reconciling bank statements are included in this packet. (The packet is the ninth in a set of nine on performing computational clerical activities—CE 016 951-959.) The student materials include information on the purpose and system of bank deposit records and depositor's reconciliation statements, a student activity, a check-out activity, and related simulated forms and checks. The instructor's manual includes instructions for duplicating simulated materials, and answer keys for the two activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the nine packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 449

CE 016 960

McElveen, Peggy C.

Posting to Cash Record Book from Cash Proof Forms. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—14p.; For related documents, see CE 014 491 and CE 016 911-989

Available from—Clemson University, Vocational Education Media Center, 10 Tillman Hall, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accounting, Answer Keys, Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Credit (Finance), Data Sheets, Financial Services, Instructional Materials, *Office Occupations Education, Performance Based Education, *Recordkeeping, Records (Forms), Task Performance, Teaching Guides

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 40 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on posting to the cash record book from cash proof forms are included in this packet, which is one of a series. The student materials include five cash sales reports and a cash receipts journal with instructions to post the appropriate information in the journal.

The instructor's manual includes related notes to the teacher and an answer key for evaluating the completed task. (BM)

ED 155 450

CE 016 961

McElveen, Peggy C.

Inspecting Material Received for Completeness. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—14p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accounting, Answer Keys, Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Data Sheets, Inspection, Instructional Materials, Merchandise Information, *Office Occupations Education, Performance Based Education, *Quality Control, Recordkeeping, Records (Forms), Task Performance, Teaching Guides

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 18 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on inspecting incoming documents and merchandise for completeness are included in this packet, which is one of a series. The student materials include four purchase orders, four receiving reports, and instructions for noting any discrepancy between receiving documents and the actual amount received or for noting any damaged merchandise. The instructor's manual includes related notes to the teacher and answer keys for evaluating the completed task. (BM)

ED 155 451

CE 016 962

McElveen, Peggy C.

Posting Directly to Subsidiary Ledgers from Invoices, Credit Memos, and Checks. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—77

Note—20p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accounting, Answer Keys, Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Credit (Finance), Data Sheets, Financial Services, Instructional Materials, *Office Occupations Education, Performance Based Education, *Recordkeeping, Records (Forms), Task Performance, Teaching Guides

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 33 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on maintaining subsidiary ledgers are included in this packet, which is one of a series. The student materials include source documents of ten business transactions, an accounts receivable ledger, and an

accounts payable ledger with instructions to post the appropriate information in the appropriate ledger. The instructor's manual includes related notes to the teacher and answer keys for evaluating the completed task. (BM)

ED 155 452 CE 016 963

McElveen, Peggy C.

Computing Balance Column Amount in Ledger Accounts. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—15p.; For related documents, see CE 014 491 and CE 016 911-989

Available from—Vocational Educational Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including 19 filmstrips and 8 overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accounting, Answer Keys, Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Credit (Finance), Data Sheets, Financial Services, Instructional Materials, Mathematics, *Office Occupations Education, Performance Based Education, *Recordkeeping, Records (Forms), Task Performance, Teaching Guides

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 31 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on computing the balance column amount in ledger accounts are included in this packet, which is one of a series. The student materials include a record of a customer's transactions and three problems for which the student must compute the proper balances. The instructor's manual includes related notes to the teacher and an answer key for evaluating the completed task. (BM)

ED 155 453 CE 016 964

McElveen, Peggy C.

Posting (Transferring) Entries from Journals to Ledgers. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—47p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accounting, Answer Keys, Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Credit (Finance), Data Sheets, Financial Services, Instructional Materials, *Office Occupations Education, Performance Based Education, *Recordkeeping, Records (Forms), Task Performance, Teaching Guides

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 34 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on posting (transferring) entries from journals to ledgers are included in this packet, which is one of a set. The student materials include a cash receipts journal

and a sales journal containing ten transactions each and several ledger sheets which are to be used by the student in posting all the transactions. The instructor's manual includes related notes to the teacher, answer keys, and blank ledger sheets for additional problems. (BM) possible student materials include a cash receipts journal and a sales journal containing ten transactions each and several ledger sheets which are to be used by the student in posting all the transactions. The instructor's manual includes related notes to the teacher, answer keys, and blank ledger sheets for additional problems. (B*) focusing on the following aspects: present developments; content of training

ED 155 454 CE 016 965

McElveen, Peggy C.

Processing Accounts Payable Invoices. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—40p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accounting, Answer Keys, Behavioral Objectives, *Bookkeeping, Business Education, Business Skills, Data Sheets, Financial Services, Instructional Materials, *Office Occupations Education, Performance Based Education, *Recordkeeping, Records (Forms), Reference Materials, Task Performance, Teaching Guides

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 38 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on processing accounts payable invoices are included in this packet, which is one of a series. The student materials include ten invoices and receiving documents and instructions for processing the information accurately. The instructor's manual includes related notes to the teacher and answer keys for evaluating the completed task. (BM)

ED 155 455 CE 016 966

McElveen, Peggy C.

Computing Gross Pay from Punched Time Cards. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—17p.; For related documents, see CE 014 491 and CE 016 911-989

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accounting, Answer Keys, Behavioral Objectives, Bookkeeping, Business Education, Business Skills, Data Sheets, Financial Services, Instructional Materials, Mathematics, *Office Occupations Education, Overtime, *Payroll Records, Performance Based Education, Policy, *Recordkeeping, Records (Forms), Salaries, Task Performance, Teaching Guides, Wages, Wage Statements, Working Hours

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 30 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on

computing gross pay from punched time cards are included in this packet, which is part of a series. The student materials include a group of time cards, information concerning pay rate and company policy for computing hours, and instructions for computing the gross pay of ten employees. The instructor's manual includes teaching instructions and answer keys. (BM)

ED 155 456 CE 016 967

McElveen, Peggy C.

Preparing Payroll Register, Employee Earnings' Records, and Paychecks. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—101p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Accounting, Answer Keys, Behavioral Objectives, Bookkeeping, Business Education, Business Skills, Data Sheets, Financial Services, Instructional Materials, Mathematics, *Office Occupations Education, Overtime, *Payroll Records, Performance Based Education, *Recordkeeping, Records (Forms), Salaries, Task Performance, Teaching Guides, Wages, Wage Statements, Working Hours

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 28 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on preparing a payroll register, employee earnings' records, and paychecks are included in this packet, which is one of a series. The student materials include a payroll register, ten individual employee earnings' records, ten payroll checks, and directions for preparing the payroll register for one week. The instructor's manual includes teaching instructions and answer keys. (BM)

ED 155 457 CE 016 968

McElveen, Peggy C.

Preparation of Federal and State Tax Deposits. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—17p.; For related documents see CE 014 491 and CE 016 911-989; Some parts may reproduce poorly

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Accounting, Answer Keys, Behavioral Objectives, Bookkeeping, Business Education, Business Skills, Data Sheets, *Federal Government, Financial Services, Instructional Materials, Laws, Legal Responsibility, *Office Occupations Education, Payroll Records, Performance Based Education, Recordkeeping, Records (Forms), *State Government, Task Performance, *Taxes, Tax Rates, Teaching Guides

Identifiers—South Carolina, *Tax Deposits, Vocational Technical Education Consortium States

Supporting performance objective 35 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on preparing federal and state tax deposits are included in this packet, which is one of a series. The student materials include information concerning income tax withholdings, the employer's FICA tax liability, and unemployment liability and the appropriate forms for preparing both a state and federal tax deposit. The instructor's manual includes teaching instructions and answer keys. (BM)

ED 155 458 CE 016 969

McElveen, Peggy C.

Preparation of Employer's Quarterly Federal Tax Return. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—18p.; For related documents see CE 014 491 and CE 016 911-989; Some parts of the document may not reproduce clearly

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Accounting, Answer Keys, Behavioral Objectives, Bookkeeping, Business Education, Business Skills, Data Sheets, *Employers, *Federal Government, Financial Services, Instructional Materials, Laws, Legal Responsibility, Mathematics, *Office Occupations Education, Payroll Records, Performance Based Education, Recordkeeping, Records (Forms), Task Performance, *Taxes, Tax Rates, Teaching Guides
Identifiers—*Tax Returns, Vocational Technical Education Consortium States

Supporting performance objective 36 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on preparing employer's quarterly federal tax returns are included in this packet, which is one in a series. The student materials include information concerning income tax withholdings and the employer's FICA tax liability, the federal tax deposits (Form 501) for the period, the employer's quarterly tax return (Form 941), and instructions for preparing the employer's quarterly tax return. The instructor's manual includes teaching instructions, tax forms, and answer keys. (BM)

ED 155 459 CE 016 970

McElveen, Peggy C.

Preparation of State Unemployment Tax Return. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—23p.; For related documents see CE 014 491 and CE 016 911-989; Some parts of the document may not reproduce clearly

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Accounting, Answer Keys, Behavioral Objectives, Bookkeeping, Business Education, Business Skills, Data Sheets, Employers, Financial Services, Instructional Materials, Laws, Legal Responsibility, Mathematics, *Office Oc-

cupations Education, Payroll Records, Performance Based Education, Recordkeeping, Records (Forms), *State Government, Task Performance, *Taxes, Tax Rates, Teaching Guides, *Unemployment

Identifiers—South Carolina, *Tax Returns, Vocational Technical Education Consortium States

Supporting performance objective 37 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on preparing state unemployment tax returns are included in this packet, which is one of a series. The student materials include information concerning the employer's state unemployment tax liability, appropriate forms, and instructions for preparing the state unemployment tax return. The instructor's manual includes teaching instructions, blank forms, and answer keys. (BM)

ED 155 460 CE 016 971

McElveen, Peggy C.

Petty Cash. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—124p.; For related documents see CE 014 491 and CE 016 911-989; Some parts of document may not reproduce clearly

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Accounting, Answer Keys, Behavioral Objectives, Bookkeeping, Business Education, Business Skills, Data Sheets, Financial Services, Instructional Materials, Mathematics, *Money Management, *Office Occupations Education, Performance Based Education, *Recordkeeping, Records (Forms), Task Performance, Teaching Guides

Identifiers—*Petty Cash Funds, Vocational Technical Education Consortium States

Both a set of student materials and an instructor's manual on maintaining a petty cash fund are included in this packet, which is one of a series. The student materials include a pretest, five learning activities which contain the information and forms needed to complete the activities, a student self-check, with each activity, and a posttest. The instructor's manual includes teaching instructions, answer keys, and the script of filmstrip on petty cash management. (These materials are based on performance objectives 32 of the V-TECS [Vocational-Technical Consortium of States] Secretarial Catalog.) (BM)

ED 155 461 CE 016 972

Chapman, Pat

Performing Key Punch Activities. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—23p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Computers, Computer

Storage Devices, *Electronic Data Processing, Instructional Materials, *Office Occupations Education, Performance Based Education
Identifiers—*Keypunch Operation, Vocational Technical Education Consortium States

Supporting performance objective 55 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on performing keypunch activities are included in this packet. (Keypunch equipment is required.) The student materials include three student activities and a check-out activity relating to programming, punching, and verifying information for a simulated company. Related simulated forms are also included. The instructor's manual includes directions for duplicating simulated materials, a suggestion for administering the check-out activity, and answer keys for the three student activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—describes contents for this packet and lists contents in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 462 CE 016 973

Harrison, Pam

Performing Stenographic Activities. Transcribe from Recorded Media. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—19p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Letters (Correspondence), *Office Occupations Education, Performance Based Education, *Stenography, *Tape Recordings
Identifiers—*Transcription, Vocational Technical Education Consortium States

Supporting performance objective 74 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on transcribing from recorded media are included in this packet. (The packet is the first in a set of four on performing stenographic activities—CE 016 974-976.) The student materials include two learning activities, a test, and the instructor's final checklist. The instructor's manual includes notes to the teacher and keys for the test letters which should be recorded on cassette tapes for student learning experience. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the four packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 463 CE 016 974

Harrison, Pam

Performing Stenographic Activities. Take and Transcribe Shorthand Dictation. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—23p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-30.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Letters (Correspondence), *Office Occupations Education, Performance Based Education, *Stenography

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 73 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on taking and transcribing shorthand dictation are included in this packet. (The packet is the second in a set of four on performing stenographic activities—CE 016 973-976.) The student materials include three student activity sheets, answers to activity three, and the instructor's final checklist. The instructor's manual includes notes to the teacher, practice letters for activity two, and test letters. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the four packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 464

CE 016 975

Harrison, Pam

Performing Stenographic Activities. Take and Prepare Minutes of Meetings. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—20p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-30.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Diaries, Instructional Materials, *Meetings, *Office Occupations Education, Performance Based Education, *Stenography

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 72 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on taking and preparing minutes of meetings are included in this packet. (The packet is the third in a set of four on performing stenographic activities—CE 016 973-976.) The student materials include four student activity sheets, a test, and the instructor's final checklist. The instructor's manual includes notes to the teacher and a key to the test. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the four packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 465

CE 016 976

Harrison, Pam

Performing Stenographic Activities. Compose Correspondence. Student's Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—20p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-30.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Correspondence, Business Education, Business Skills, Instructional Materials, *Letters (Correspondence), *Office Occupations Education, Performance Based Education, *Stenography

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 71 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on composing correspondence are included in this packet. (The packet is the fourth in a set of four on performing stenographic activities—CE 016 973-976.) The student materials include a pretest, four student activity sheets, a posttest, and the instructor's final checklist. The instructor's manual includes notes to the teacher and answer keys. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the four packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 466

CE 016 977

Jones, Maleeta M.

Coordinating and Performing Activities for Employer. Prepare a Day's Schedule. Student Manual and Teacher's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—31p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-30.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Coordination, Instructional Materials, *Office Occupations Education, Performance Based Education, *Scheduling

Identifiers—*Business Calendars, Vocational Technical Education Consortium States

Supporting performance objective 11 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on preparing a day's schedule for an employer are included in this packet. (This packet is the first in a set of four on coordinating and performing activities for employers—CE 016 977-980.) The student materials include instructions and materials needed to prepare a five-day schedule for an employer using a business calendar. The instructor's final checklist is also included. The instructor's manual includes notes to the teacher, answer keys, and a script for use with a filmstrip and cassette tape to accompany the lesson.

The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the four packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 467

CE 016 978

Jones, Maleeta M.

Coordinating and Performing Activities for Employer. Preparing Employer Itineraries, Student Manual and Teacher's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—12p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-30.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Instructional Materials, *Office Occupations Education, Performance Based Education, *Scheduling, *Travel

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 12 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on scheduling employer's trips are included in this packet. (The packet is the second in a set of four on coordinating and performing activities for the employer—CE 016 977-980.) The student materials include instructions and materials needed to prepare an itinerary and to schedule travel arrangements for a business trip. The instructor's final checklist is also included. The instructor's manual includes instructions for the teacher, a guideline for making a travel project, and suggested references. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the four packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 468

CE 016 979

Jones, Maleeta M.

Coordinating and Performing Activities for Employer. Using Other Reference Materials. Student Manual and Teacher's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—19p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-30.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Coordination, *Information Utilization, Instructional Materials, *Office Occupations Education, Performance Based Education, Planning, *Reference Books

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 45 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on

ing reference books are included in this packet. (The packet is the third in a set of four on coordinating and performing activities for employers—CE 016 977-980.) The student materials include three learning activities with self-check answers which require use of an atlas, secretarial handbooks, company manuals, dictionary, and thesaurus. The instructor's final checklist is also included. The instructor's manual includes instructions for the teacher and an answer key for the check-out activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the four packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 469 CE 016 980

Jones, Maleta M.
Coordinating and Performing Activities for Employer. Preparing Expense Reports. Student Manual and Teacher's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—42p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Coordination, Employers, Expenditures, Instructional Materials, *Office Occupations Education, Performance Based Education, Planning, *Recordkeeping, Reports

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 13 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on preparing employer's business expense statements are included in this packet. (The packet is the fourth in a set of four on coordinating and performing activities for employers—CE 016 977-980.) The student materials include source documents of travel expenses and travel advances needed to complete expense reports and prepare a business expense statement. The instructor's final checklist is also included. The instructor's manual includes instructions for the teacher and answer keys to the check-out activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the four packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 470 CE 016 981

Jones, Maleta M.
Inspecting and Evaluating. Inspect, Verify and Correct Data. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—17p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Data, *Evaluation, *Inspection, Instructional Materials, *Office Occupations Education, Performance Based Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 17 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on inspecting, verifying, and correcting data are included in this packet. (The packet is the first in a set of three on inspecting and evaluating—CE 016 981-983.) The student materials include two activities with self-checks that require the student to inspect, verify, and correct the accuracy of numerical and written data. The instructor's final checklist is also included. The instructor's manual includes instructions for the teacher and answer keys for the check-out activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the three packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 471 CE 016 982

Jones, Maleta M.
Inspecting and Evaluating. Editing Written Communications. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—58p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Correspondence, Business Education, Business Skills, *Editing, *Evaluation, Inspection, Instructional Materials, *Office Occupations Education, Performance Based Education, Reports

Identifiers—*Proofreading, Vocational Technical Education Consortium States

Supporting performance objective 16 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on editing and reviewing correspondence and reports are included in this packet. (The packet is the second in a set of three on inspecting and evaluating—CE 016 981-983.) The student materials include one business report and two business letters for the student to edit according to grammar, punctuation, capitalization, and spelling. A list of proofreading symbols, self-check answer keys, and the instructor's final checklist are also included. The instructor's manual includes instructions for the teacher, answer keys for the check-out activities, and a transparency and wall charts of proofreading symbols. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the three packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 472 CE 016 983

Jones, Maleta M.
Inspecting and Evaluating. Choosing Method of Communication. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—20p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Business Communication, Business Education, Business Skills, *Cost Effectiveness, Inspection, Instructional Materials, *Methods, *Office Occupations Education, Performance Based Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 14 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on choosing methods of communication are included in this packet. (The packet is the third in a set of three on inspecting and evaluating—CE 016 981-983.) The student materials include five messages and instructions for the student to choose the most desirable means of communication. Self-check answer key and the instructor's final checklist are also included. The instructor's manual includes instructions for the teacher and answer keys to the check-out activities. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet—CE 016 911—lists contents for the three packets in this set along with those in several other sets—seventy-eight packets in all—based on the same V-TECS catalog.) (JT)

ED 155 473 CE 016 984

Chapman, Pat
Supervising and Implementing. Plan Work for Yourself. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—24p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Clerical Occupations, Instructional Materials, *Office Occupations Education, Organization, Performance Based Education

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 4 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on planning work, establishing priorities, and carrying out the work in an orderly fashion are included in this packet. (The packet is the first in a set of three on supervising and implementing—CE 016 984-986.) The student materials include six clerical tasks to be prioritized and completed. The instructor's

manual includes notes to the teacher and answer keys for the six tasks. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet-CE 016 911-lists contents for the three packets in this set along with those in several other sets-seventy-eight packets in all-based on the same V-TECS catalog.) (JT)

ED 155 474 CE 016 985

Chapman, Pat

Supervising and Implementing. Plan and Schedule Work Assignments and Priorities. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—70p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Assignments, Behavioral Objectives, Business Education, Business Skills, *Clerical Workers, Instructional Materials, *Office Occupations Education, Performance Based Education, *Planning, Supervision, *Supervisory Activities, *Supervisory Training

Identifiers—Vocational Technical Education Consortium States

Supporting performance objectives 7, 8 and 9 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on planning and scheduling work assignments and priorities for other clerical workers are included in this packet. (The packet is the second in a set of three on supervising and implementing-CE 016 984-986.) The student materials include six assignments for the supervising student to assign and evaluate. The instructor's manual includes notes to the teacher, transparencies needed for two of the tasks, and answer keys for all the tasks. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet-CE 016 911-lists contents for the three packets in this set along with those in several other sets-seventy-eight packets in all-based on the same V-TECS catalog.) (JT)

ED 155 475 CE 016 986

Chapman, Pat

Supervising and Implementing. Train Other Clerical Workers. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—13p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Assignments, Behavioral Objectives, Business Education, Business Skills, *Clerical Workers, Instructional Materials, *Office Occupations Education, Performance Based Education, Supervision, *Supervisory Activities, *Supervisory Training, *Typewriting

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 10 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on training other clerical workers in the operation of the executive typewriter are included in this packet. (The packet is the third in a set of three on supervising and implementing-CE 016 984-986.) The student materials include two learning activities, three problems, a sample quiz for the executive typewriter with answer key, and an instructor checklist. The instructor's manual includes notes to the teacher. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet-CE 016 911-lists contents for the three packets in this set along with those in several other sets-seventy-eight packets in all-based on the same V-TECS catalog.) (JT)

ED 155 476 CE 016 987

Chapman, Pat

Organizing and Planning. Determine Requirements for and Utilization of Equipment and Supplies. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—9p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, *Equipment Utilization, Instructional Materials, *Office Machines, *Office Management, *Office Occupations Education, Performance Based Education, Purchasing, *Supplies

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 2 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on determining requirements for and utilization of equipment and supplies are included in this packet. (The packet is the first in a set of three on organizing and planning-CE 016 987-989.) The student materials include two cases (each structuring a situation requiring the development and identification of an equipment list) providing reference material for the learning activity and the instructor's final checklist. The instructor's manual includes notes to the teacher and a sample purchase requisition form. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet-CE 016 911-lists contents for the three packets in this set along with those in several other sets-seventy-eight packets in all-based on the same V-TECS catalog.) (JT)

ED 155 477 CE 016 988

Chapman, Pat

Organizing and Planning. Developing Publication Materials. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—14p.; For related documents see CE 014 491 and CE 016 911-989

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete

set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Design, Instructional Materials, *Layout (Publications), *Office Occupations Education, Organization, Performance Based Education, Planning, *Publications

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 3 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on developing publication materials are included in this packet. (The packet is the second in a set of three on organizing and planning-CE 016 987-989.) The student materials include two instruction sheets with self-check activities, check-out activities, and the instructor's final checklist. The instructor's manual includes notes to the teacher. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet-CE 016 911-lists contents for the three packets in this set along with those in several other sets-seventy-eight packets in all-based on the same V-TECS catalog.) (JT)

ED 155 478 CE 016 989

Chapman, Pat

Organizing and Planning. Determining Office Layout. Student Manual and Instructor's Manual.

Clemson Univ., S.C. Vocational Education Media Center.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education. Pub Date—77

Note—21p.; For related documents see CE 014 491 and CE 016 911-988

Available from—Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, South Carolina 29631 (\$160.00 for complete set, including nineteen filmstrips and eight overhead transparencies)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Business Education, Business Skills, Diagrams, *Furniture Arrangement, Graphs, Instructional Materials, *Office Machines, *Office Occupations Education, Performance Based Education, *Planning

Identifiers—Vocational Technical Education Consortium States

Supporting performance objective 1 of the V-TECS (Vocational-Technical Education Consortium of States) Secretarial Catalog, both a set of student materials and an instructor's manual on determining requirements and layout for office furnishings are included in this packet. (The packet is the third in a set of three on organizing and planning-CE 016 987-989.) The student materials include three instruction sheets, graphed layout sheets, check-out activities, and the instructor's final checklist. The instructor's manual includes notes to the teacher. The materials are designed for self-paced individual instruction and may be adapted for use with large groups. (A separate booklet-CE 016 911-lists contents for the three packets in this set along with those in several other sets-seventy-eight packets in all-based on the same V-TECS catalog.) (JT)

ED 155 479 CE 017 070

Burger, Laura J. And Others

Statewide Curriculum Articulation Project for Vocational-Technical Education in Minnesota. Final Report.

Special Intermediate School District 916, White Bear Lake, Minn.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education; Office of Education (DHEW), Wash-

ington, D.C.

Pub Date—30 Jun 77

Note—136p.; Not available in hard copy because of light print in original document

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, Articulation (Program), Curriculum Development, Material Development, *Post Secondary Education, Program Coordination, *Secondary Education, State-wide Planning, Teaching Guides, *Vocational Education

Identifiers—Minnesota

The goal of this project was to develop, validate, and utilize a process for vertically articulating curriculum between secondary and post secondary levels of vocational technical education throughout the state of Minnesota. Procedures involved the identification of two areas of staff responsibility: research and development, and service to local vocational-technical institutions in Minnesota. Within these areas, functions and objectives were identified and delimited so that the project could be managed by objectives. The results of the project include the following: a developed, validated, and utilized procedure for developing articulation products (task lists and competency records) on a statewide basis in the occupational areas of auto mechanics, secretarial/clerical, food service, construction and accounting; and a process for teachers and administrators to follow as they articulate secondary and postsecondary curriculum. Publications were also developed, printed, and field tested for the purpose of guiding teachers in making decisions during articulation sessions. It was concluded that this system can be used on a continuing basis to update, revise, and impact upon the quality of vocational technical curriculum throughout the state. Five recommendations were made, one being that an active advisory board would be necessary to give a broad decision-making base for the administration of public funds. The appendices (a major portion of this document) include a vocational instructor's guide on developing performance tests and written tests, an articulation process manual for administrators and consultants on site, and a complete listing of products developed by the project. (JH)

ED 155 480

CE 017 073

The Development of Curriculum for Minorities in Small Business Ownership and Management, Post-Secondary Level. Final Report.

Green (Del) Associates, Foster City, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Note—93p.; For related documents see CE 017 074 and CE 017 086

EDRS Price MF-00.83 HC-\$4.67 Plus Postage.

Descriptors—Black Businesses, Business, *Business Administration, *Business Education, Culturally Disadvantaged, *Curriculum Development, Economically Disadvantaged, *Females, Managerial Occupations, *Minority Groups, Post Secondary Education, *Program Effectiveness

A two-year effort was conducted to develop a curriculum for minorities in small business ownership and management on the post-secondary level. Curriculum modules, instructor guides, student information sheets, and materials were developed and designed to enable and promote the successful participation of minorities and females in the entrepreneurial field. Individual needs of the students enrolled were assessed by the instructors, and training modules were presented in an attempt to satisfy personal needs while at the same time address global needs of present and future class enrollees. Two courses were offered and both received favorable student response. The conclusions drawn were (1) there is a great demand by ethnic minorities, females, and non-minorities for instruction in this subject area; (2) the curriculum is adaptable, usable, and effective in multicultural urban and rural set-

tings; (3) the demand is greater by persons who want the specific instruction offered rather than by persons seeking a degree; (4) the course of instruction is of proven value in the minority community in which it was tested and should be replicated on a national level; and (5) instruction of the curriculum is more effectively performed by minority persons currently active in and familiar with small business operations than by credentialled faculty persons limited to an academic orientation. (Two related documents are available and include the curriculum products, CE 017 086, and a report on the bases for curriculum decisions with an annotated bibliography, CE 017 074.) (BM)

ED 155 481

CE 017 074

Bases for Curriculum Decisions for Development of Curriculum for Minorities in Small Business Ownership and Management, Post-Secondary Level.

Green (Del) Associates, Foster City, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—23 Dec 74

Contract—OEC-0-74-7588

Note—80p.; For related documents see CE 017 073 and CE 017 086

EDRS Price MF-00.83 HC-\$4.67 Plus Postage.

Descriptors—Annotated Bibliographies, Black Businesses, Business, *Business Administration, Business Education, *Course Content, Curriculum Development, *Curriculum Planning, *Decision Making, *Females, Managerial Occupations, *Minority Groups, Post Secondary Education

This document presents in three parts the bases for curriculum decisions in the development of a post-secondary curriculum for minorities in small business ownership and management. Part 1 covers the general curriculum decisions, including the following items: selection of curriculum testing site; academic credits; class scheduling; student recruitment and screening; student advisors; and instructors. Part 2 covers the content decisions made for course 1 and includes business ownership/management opportunities; exploration; basic requirements, self-evaluation, and decision. Part 3 covers the content decisions made for course 2. It covers the following areas: marketing, finance, communications, law/insurance, personnel, recordkeeping, production/inventory management/quality control, community relations, government relations, professional business associations, and business terminations. An annotated bibliography is also included. (Two related documents are available and include the final report, CE 017 073, and the curriculum products, CE 017 086.) (BM)

ED 155 482

CE 017 086

[Small Business Ownership/Management for Minorities and Females in a Post Secondary Setting.] Modules, Instructor's Guide, Student Guide.

Green (Del) Associates, Foster City, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[73]

Note—246p.; Several pages in this document may not reproduce well due to poor print quality; For related documents see CE 017 073 and CE 017 074

EDRS Price MF-00.83 HC-\$12.71 Plus Postage.

Descriptors—Black Businesses, Business, *Business Administration, Business Education, *Course Content, Curriculum Guides, *Females, *Instructional Materials, *Learning Activities, Managerial Occupations, *Minority Groups, Performance Based Education, Post Secondary Education, Teaching Guides

This document contains the instructional modules, instructor's guides, and student materials which accompany two courses designed to teach small business ownership/management for minori-

ties and females on the post-secondary level. The first course, an introductory course, consists of fourteen competency-based instructional modules. The second course consists of thirteen competency-based instructional modules. The instructional modules in both courses provide the basic outline for planning and instructing the total course. Each module contains the following elements: rationale, objectives, pre-assessment activities, teaching-learning activities, post-assessment activities, an itemized list of needed materials, and related data sheets. An instructor's guide is included for each course, and a detailed student course project guide is also included. (Two related documents are available, including a final report, CE 017 073, and a report on the bases for curriculum decisions with an annotated bibliography, CE 017 074.) (BM)

ED 155 483

CE 017 127

Gotwald, Karen L.

Elementary Lesson Plans: Using Senior Citizens as Volunteers and Providing a More Positive Attitude toward Aging.

Cleveland Heights - University Heights City School District, Cleveland Heights, Ohio.

Pub Date—76

Note—55p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Changing Attitudes, Community Involvement, Decision Making, Elementary Education, *Gerontology, Instructional Materials, *Learning Activities, *Lesson Plans, Resource Materials, Senior Citizens, Student Attitudes, Teaching Guides

The fifteen lesson plans compiled in this document were developed for elementary teachers to help them assist students to prepare for their own aging and increase awareness of decision-making affecting that aging. Each of these plans includes a name (i.e., title), purpose, behavioral objectives, a list of materials (including some pages for duplication), and teaching procedure. The titles of these lesson plans are Picture Age, An Old Friend, Make Someone Happy-Friends Old and Young, Growing Up Old, Age and Poetry, Community Life Many Years Ago-Interviews with Senior Citizens, Senior Musician (Artist) in Residence, Senior Hobby Day, Senior Travel Day, Considering the Extended Family, How Will You Be Old, Famous Old People, Imaginary Birthday, Free to Be at Any Age, and You've Come a Long Way Baby. A Bibliography is attached. (EM)

ED 155 484

CE 017 143

Krone, Paul R.

Starting and Managing a Retail Flower Shop. The Starting and Managing Series, Volume 18.

Small Business Administration, Washington, D.C.

Pub Date—Feb 70

Note—127p.

EDRS Price MF-00.83 HC-\$7.35 Plus Postage.

Descriptors—Building Plans, *Business, Equipment, Financial Support, *Floriculture, Greenhouses, *Management, Merchandising, Merchants, Money Management, Personnel Needs, *Planning, *Retailing, Salesmanship, Telecommunication

Identifiers—*Flower Shops

This booklet is intended to give a general idea of what is required to set up and manage a flower shop, to point out some of the problems and rewards, and to tell where to find more detailed information. First, an overview of the business is provided, telling the background required in education and experience as well as the amount of profit that can be expected. Advice is then given on the following topics: location of the business, buying an existing business, financing, and types of business ownership, especially as they are affected by taxes. The physical design of the shops is described, focusing on the areas of storefront, salesroom, workroom, office,

and delivery area. Following a general review of equipment, refrigerators and lighting are treated in more detail. The purchase and care of flowers are delineated as well as the advisability of having a greenhouse in the store. Pointers are given on selling techniques and the effectiveness of advertising is considered. Money management, including budgets and financial statements, is emphasized, and determining the pricing of merchandise is explained. Also, the training and hiring of employees, particularly of sales help, is reviewed. Because of the importance of wire service orders in the flower business, a chapter is devoted to that topic. For more information, a list is provided of books, periodicals, associations, wire services, and government publications. (ELG)

ED 155 485 CE 017 150

Profiles of Career Education State Planning Projects, Fiscal Year 1976 Funding and Fiscal Year 1977 Funding.

Thomas Buffington and Associates, Washington, D.C.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—Feb 78

Contract—300-77-0470

Note—306p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01874-8)

EDRS Price MF-00.83 HC-\$16.73 Plus Postage.

Descriptors—Advisory Committees, *Career Education, Educational Resources, Elementary Secondary Education, *Federal Legislation, Information Dissemination, Needs Assessment, *Program Descriptions, *Program Planning, Projects, State Federal Aid, *State Programs
Identifiers—Education Amendments 1974, Public Law 93 380, United States

This publication presents profiles of the federally funded career education state planning projects that were conducted in forty-nine states and five territories during fiscal years 1976 and 1977 under the provisions of the Education Amendments of 1974. The fifty-four profiles, arranged alphabetically by state and varying in length (from one to eight pages) include one or all of the following: identifying information (title, grantee, and project director), funding information, purpose of state plan, role of advisory group, additional input to plan, needs assessment, resource identification, short-term and long-range objectives, other resources, and dissemination. (EM)

ED 155 487 CE 017 160

Barton, Paul E. And Others

Industry/Education Community Councils. NIE Papers in Education and Work: Number 9.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date—Dec 77

Contract—NIE-P-76-0181

Note—139p.

EDRS Price MF-00.83 HC-\$7.35 Plus Postage.

Descriptors—Citizens Councils, *Community Organizations, *Job Placement, *School Community Cooperation, School Community Programs, School Community Relationship, *School Industry Relationship, Student Employment, Student Placement, *Work Experience Programs, *Youth Employment

Identifiers—*Community Education Work Councils, *School to Work Transition

A compilation of three papers commissioned by the National Institute of Education, this study discusses the use of community education and work councils (CEWCs) as ways to improve school-to-work and work-to-school transitions for youth and adults. The first paper (1) elaborates the idea of councils comprised of business, industry, education, labor and other key community personnel and insti-

tutions, (2) discusses the evolving CEWC effort, (3) describes the operational criteria used to identify collaborative processes for inclusion in the DOL/NMI (Department of Commerce and Labor/National Manpower Institutes) Community Work-Education Consortium pilot program effort, and (4) hypothesizes the outcomes expected from Council-type collaborative processes, and specifies information requirements for testing the hypotheses. The second paper analyzes the implications of the developmental characteristics of youth for CEWC and the career education (CE) programs they might be expected to sponsor; questions selected career education assumptions about youth (e.g., high unemployment and inadequate work-socialization), and discusses the implications for CEWCs and CE programs affecting youth school-to-work transitions. The third paper identifies the crucial issues pertaining to establishment of CEWCs, establishes categories of past and current efforts in improving school-to-work transitions, presents outcomes and problems associated with each type of council, and discusses the major ideas and assumptions underlying the establishment of CEWCs. (VB)

ED 155 489 CE 017 183

Mont, Frank L. Shaw, Lois B.

Work and Family in the School Leaving Years: A Comparison of Female High School Graduates and Dropouts.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—May 78

Note—37p.

EDRS Price MF-00.83 HC-\$2.06 Plus Postage.

Descriptors—Blacks, *Cohort Analysis, Dropout Attitudes, *Dropout Problems, Dropout Programs, Dropout Rate, Dropout Research, *Dropouts, *Employment, Employment Experience, *Family Status, *Females, *High School Graduates, Mothers, Pregnant Students, Racial Differences, Salaries, Wages, Welfare

A study (based on data from the National Longitudinal Surveys of Labor Market Experience) was conducted to determine the causes and consequences for women of leaving high school before completion. Four factors (race, school leaving, motherhood, and employment status) were explored by comparing data obtained annually between 1968 and 1973 for 5,000 women, consisting of both dropouts and graduates. The findings indicated (1) that pregnancy and childbirth are the causes of premature school leaving; (2) that the presence of a child prevents many women from finding meaningful work at a reasonable salary and from taking formal training programs; (3) that dropouts are less likely to have had extensive employment experiences before leaving school and to possess the skills employers need and therefore suffer from higher unemployment rates than graduates; (4) that because of their limited skills and experience, dropouts demand lower salaries than graduates, and welfare then becomes the only viable alternative for them, especially if child care responsibilities are involved; (5) that black women more strongly feel the economic need for further training and are more interested in returning to school; (6) that blacks do not earn as much as white women regardless of their previous work experience; and (7) that black women who have young children are more likely to be on welfare. Due to a decline in the birth rate, an increase in the number of women completing high school, and the recommended increase in availability of birth control measures for teenagers, the future number of female dropouts and the problems they encounter were seen as steadily declining. (ELG)

ED 155 490

CE 017 184

Shaw, Lois B.

Economic Consequences of Marital Disruption for Women in Their Middle Years.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Jun 78

Note—30p.

Available from—Center for Human Resource Research, College of Administrative Science, The Ohio State University, 1375 Perry Street, Suite 585, Columbus, Ohio 43201 (\$0.80)

EDRS Price MF-00.83 HC-\$2.06 Plus Postage.

Descriptors—Black Mothers, *Blacks, Counseling, Divorce, *Economic Disadvantage, Federal Legislation, *Females, *Heads of Households, Job Training, Labor Force Nonparticipants, *Marital Status, National Surveys, *Poverty Programs, Poverty Research, Widowed

An analysis of data from the National Longitudinal Study (NLS) was conducted to determine whether marital disruption (by death, divorce, or separation) caused poverty in the early years after a marriage ends and whether the poverty was long-term or short-term. The study examined data on women who had experienced a disruption before 1967 and were not remarried by 1972 and on women whose marriages ended between 1967 and 1972. The study found that most women had been married for ten to twenty years and had children at home when their marriages ended. The end of the marriage was related to a decline in the average economic welfare of the families involved. About 40% of all white women who did not remarry over the seven-year period were poor at least once; probably 15 to 20% were continually poor or close to poverty. The situation was found to be far worse with black women. At any one time, 55 to 60% of the sample studied were poor by standard definition. At least 45% of black women were poor during most of the period covered by the interviews. Nearly two-thirds of the women who were not poor (from both racial groups) depended primarily upon their own earnings. The results of the survey indicated that special legislation to provide counseling and training programs for displaced homemakers is warranted. The report concluded, however, that proposed legislation defined "displaced homemaker" too narrowly to benefit all who need assistance. (BM)

ED 155 491

CE 017 185

Borus, Michael E. And Others

Counting Youth: A Comparison of Youth Labor Force Statistics in the Current Population Survey and the National Longitudinal Surveys.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Office of the Assistant Secretary for Policy, Evaluation and Research (DOL), Washington, D.C.

Pub Date—Jul 78

Contract—B9M8-0648

Note—30p.

Available from—Center for Human Resource Research, College of Administrative Science, The Ohio State University, 1375 Perry Street, Suite 585, Columbus, Ohio 43201 (\$0.80)

EDRS Price MF-00.83 HC-\$2.06 Plus Postage.

Descriptors—Demography, *Employment Patterns, Employment Problems, *Employment Statistics, National Surveys, Unemployment, Youth, *Youth Employment

Identifiers—*Current Population Survey, *National Longitudinal Surveys, United States

Data on employment-related variables of youths (ages 16-21) gathered during the Current Population Survey (CPS) were examined for accuracy by comparing CPS estimates with those of the National Longitudinal Surveys of Labor Force Behavior (NLS). Compared were levels and rates of labor

force participation, employment, and unemployment; the number of hours of work being sought and the duration of unemployment for the unemployed; and the number of hours worked and occupational distributions for the employed. The findings revealed the following in NLS estimates as compared to the CPS: higher labor force participation among young men and women, particularly among those whose major activity is attending school; higher unemployment rates for young women and approximately the same rates for young men; more of the unemployed are seeking part-time employment; considerably higher levels of employment, particularly for the young men; employed youth were more likely to work part-time or overtime, depending on their ages; and mean hours worked by the young men are somewhat higher. In light of the differences in the survey procedures used, no definite conclusions were made regarding the accuracy of the NLS versus the CPS. (EM)

ED 155 492 CE 017 201

Policy Statements for Vocational Education in Wisconsin. A Report Prepared by a Representative Committee and Reviewed by an Interagency Panel Concerned with Vocational Education, 1977.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—22 Nov 77

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Administrative Policy, Educational Philosophy, *Educational Policy, Financial Policy, Personnel Policy, *Policy Formation, Post Secondary Education, Program Administration, Program Evaluation, Program Planning, Secondary Education, State Programs, *State Standards, Student Needs, *Vocational Education

Identifiers—*Wisconsin

The policy statements reported here were developed to assist decisionmakers in the improvement of vocational education in Wisconsin through the clarification of philosophy, restatement of principles, and categorization of statements of policy. First, a preamble sets the framework for what follows by defining some basic concepts, including vocational education, philosophy, and policies. Then follows a list of eleven principles of vocational education which served as the basis for the policy statements. The remainder of this booklet presents the policy statements in five sections. The first one lists sixteen program policy statements addressing the extent and scope of vocational programs, the people to be served, and criteria for use in program planning, development, implementation, and evaluation. Section 2 presents nineteen personnel policy statements indicating the nature, scope, and expectations of vocational education personnel. In section 3, eight student policy statements are presented which focus on the development of appropriate programs, facilities, services, and activities to meet the individual needs of students. The fourth section contains eight fiscal policy statements which serve as guidelines for examining and generating funding policy for vocational education. The last section lists fifteen evaluation policy statements addressing the need for the continuous evaluation of goals, processes, and products. (EM)

ED 155 493 CE 017 229

A Report to the Iowa Department of Public Instruction on Employer Reactions to Employees Trained in Preparatory Career Education Programs, April 1977.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.; Office of Education (DHEW), Washington, D.C.

Pub Date—Apr 77

Note—65p; Not available in hard copy due to reproducibility problems

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Accountability, *Employees, *Employer Attitudes, Graduate Surveys, *Job Skills, Post Secondary Education, *Program Effectiveness, Secondary Education, *Technical Education, Vocational Adjustment, *Vocational Education, Vocational Followup, Work Attitudes

A pilot survey was conducted of employers of 300 former students trained in preparatory career education programs in Iowa. The completed questionnaires were analyzed by education program, school, and merged area. The data from the survey indicated that employers were generally pleased with the abilities of the employees when first hired. Over two-thirds of the employees were evaluated to have "very good" or "good" job skills and technical knowledge; however, the employers indicated that they would like these employees to have had more technical training. In addition, the data revealed that employers were generally satisfied with the quality and quantity of the employees' work. Job skills, technical knowledge, work attendance, punctuality, and compliance were perceived to be satisfactory. Employers showed concern with the employees' willingness to accept responsibility and their need for supervision. The great majority of employees were perceived to be cooperative with both co-workers and management. (A major portion of this document contains statistical tables and the measurement instrument with related correspondence.) (BM)

ED 155 494 CE 017 242

The Classroom Connection: A Program Relating the Skills Taught in School to Those Used in the World of Work.

New Jersey Bell, Newark.

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Education, *Cooperative Programs, Demonstration Programs, Elementary Secondary Education, Program Design, *Program Development, Program Guides, School Community Programs, *School Industry Relationship

Identifiers—New Jersey

This career education program guide, based on the results of a pilot program involving six school districts in New Jersey, was intended to help program coordinators implement career education programs in grades K-12 that relate the skills taught in school to those used in jobs. The content is in three sections. The first one covers the business community and career education, while the second provides an overview of the New Jersey pilot program. The last section is a step-by-step guide for implementation of the pilot program. Focus is over seven areas: the organization and the coordinator; meeting with the superintendent; meeting with the school principal and teacher(s); contact with business participants; program meeting involving coordinator, teacher, and business participant; in-class presentation(s); and the on-site visitation. (EM)

ED 156 821 CE 012 855

A Behaviorally Stated Accountability Model for Career Development. Project Care.

Andrews Independent School District, Tex.

Pub Date—[75]

Note—269p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Career Exploration, *Career Planning, Class Activities, Curriculum Guides, Elementary Secondary Education, Learning Activities, *Vocational Development

Identifiers—Project CARE, Texas (Andrews)

This guide, designed for the use of teachers in planning and implementing career education programs, is part of the systemwide Project CARE (Career Awareness and Readiness through Education).

The guide contains sections for each grade level from kindergarten through twelve, with focus in the elementary level on awareness, in the middle school level on orientation, and in the secondary level on exploration and readiness. Five career concepts are given for each grade, each with corresponding objectives, processes, and outcomes for each concept, along with class activities/resources, thinking skills, and subject content area (e.g., social studies, language arts). Forms for teachers' monthly reports to indicate progress in each objective and activity are appended. (MF)

ED 156 822 CE 013 466

Franken, Marion E.

Identifying Handicapped Students and Their Vocational Needs for 1977-1982.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 77

Contract—G007604416

Note—99p.

Available from—Publications Unit, Room 342, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 321 Education Building, Box 49, Madison, Wisconsin 53706 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Educational Needs, *Handicapped Students, Needs Assessment, State Surveys, *Student Characteristics, Student Needs, Vocational Education

Identifiers—Wisconsin

A study was conducted to identify the cognitive, psychomotor, and affective characteristics of handicapped students 14-21 years of age, and their perceived needs in the community and in future education and training in Wisconsin. A 20% sample of these students' teachers was surveyed using a mailed, machine-scoreable instrument distributed on a state-wide basis. The following are some of the major results: students were mostly male, English speaking Caucasians having intelligence quotients below 80; they were generally below level in grade placement and achievement levels in specified subject areas; and their career goals lay in the areas of agriculture, manufacturing, consumer and home-making education, and construction. The primary handicaps were mental retardation, emotional disturbance, and learning disabilities (neurological in nature). In a vocational technical adult education institution, they would need instruction using all learning modalities in an environment restricted to a small number of students. The study concluded that training in vocational education is needed for handicapped youth and adults. Seven recommendations were made including that vocational education programs be planned and implemented for handicapped students and that higher education institutions offer and vocational teachers and student counselors take courses related to working with the handicapped. The appendix includes a list of instrument validators, participating school districts, an analysis of the reliability of the instrument, a map of the vocational-technical adult education districts in Wisconsin, and a copy of the mailed instrument. (JH)

ED 156 824 CE 015 088

Shapiro, David

Earnings Differentials among Unionized Workers in the Public and Private Sectors. (Revised.)

Ohio State Univ., Columbus. Center for Human Resource Research.

Pub Date—Jul 76

Note—30p.

Available from—Center for Human Resource Research, College of Administrative Science, The Ohio State University, 1375 Perry Street, Suite 585, Columbus, Ohio 43201 (\$0.80)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Blacks, Blue Collar Occupations, Collective Bargaining, Employer Employee Relationship, *Government Employees, Human Capital, *Industrial Relations, Labor Economics, Racial Factors, *Salary Differentials, *Union Members, Unions, Wages, White Collar Occupations

Using data from the 1971 National Longitudinal Survey of middle-aged males, this survey simultaneously examines wage differentials in unionized and nonunionized employment in both the public and private sectors. Unlike previous studies conducted by Daniel S. Hamermesh, and Walter Fogel and David Lewin, this study includes a large sample that is employed (1,744 whites and 713 blacks), and utilizes controls such as the effect of individual characteristics, region, city size, and occupation group. Within a human capital framework, separate differentials are estimated for white-collar and blue-collar workers, and for whites and blacks. The data indicate that public sector unions have been unsuccessful in raising the earnings of white-collar employees in government, but that they have raised the earnings of blue-collar workers. The evidence also suggests that collective bargaining is more profitable for blacks than whites in the private sector, but that in governmental positions its effect is the same for both racial groups. In general, government unions are not more powerful than their private counterparts since the earnings of unionized public workers are either equal to or somewhat below those of private unionized employees. (Author/ELG)

ED 156 832

CE 016 245

Kromhout, Ora M. And Others

The Systematic Design, Development, and Evaluation of Competency-Based Instructional Materials for Employability Skills.

Pub Date—Mar 78

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adult Education, Basic Skills, Behavioral Objectives, *Career Education, Career Planning, Criterion Referenced Tests, *Curriculum Development, *Curriculum Evaluation, *Instructional Materials, Job Search Methods, Material Development, *Performance Based Education, Secondary Education

Identifiers—*Employability Skills

Described in this paper is the development and evaluation of the Employability Skills Series by the Florida Department of Education, 1975-1977. Focusing on skills involved in getting and keeping any job, the series is intended for use with secondary students and adults and is on approximately a fifth grade reading level. It consists of six student booklets, an instructor's guide for each, an annotated resource guide, an educational game, and a film-strip/cassette. Four features are considered essential in the competency based series: (1) the statement of objectives as measurable, observable activities, (2) the possession of objectives by students as well as instructors, (3) the matching of instruction and tests to objectives, and (4) criterion referencing for student evaluation. When the project staff consulted teachers and district and state administrators about the type of materials considered most useful, teachers requested the adaptable, student-oriented type rather than curriculum guides. Materials were tested three times during the development (one-on-one testing, small group testing with one or two classrooms, and a field test which involved four to six classrooms), and pre- and posttests were administered to measure effectiveness. Tested classes ranged from seventh grade to adult, and eighty-six classes and fifty-nine teachers in ten counties were involved in the small group tests and field tests. The decisions considered most important in designing the series were to develop validated student materials and to choose a format

which allows an instructor to choose individual units and select objectives. It was concluded that, based on reaction to date, those were good decisions. (Data tables and references are appended.) (VB)

ED 156 833

CE 016 484

Curriculum Models for Consumer and Homemaking Education.

California State Dept. of Education, Sacramento. Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—99p.

Available from—California State Department of Education, Bureau of Publications, State Education Building, 721 Capitol Mall, Sacramento, California 95814 (\$3.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Colleges, *Consumer Education, Curriculum Design, *Curriculum Development, Demonstration Programs, Educational Objectives, High School Curriculum, Home Economics, Homemaking Education, *Models, Post Secondary Education, *Program Descriptions, Program Development, *Program Evaluation, Secondary Education

Identifiers—California

The purpose of the project reported here involving six high schools and one community college in California was to implement and evaluate consumer education curriculum models comprised of instructional modules developed by teachers in each of the participating schools. After presenting a brief overview of the project, this report describes the seven curriculum models. Described for each are the following: administrators and department staff, the school community, the school, the consumer and homemaking education department, special features of the program, goals for consumer education, aspects of consumer education taught in courses, and staff evaluation of the project outcomes. Appended to the report are a status report of curriculum models form, a student population information sheet, a checklist of steps in field-testing modules, a checklist for assessing the curriculum module, an example of an instructional module, and a sample pre- and post-test. (EM)

ED 156 834

CE 016 490

Olsen, Les And Others

Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers. Suggestions for Teachers and School Administrators in Developing Educational Programs for Out-of-School Young Farmers. (Revised.)

Office of Education (DHEW), Washington, D.C.

Pub Date—[78]

Note—88p.; Photographs in this document may not reproduce well

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Agricultural Education, *Guidelines, Post Secondary Education, *Program Development, Program Guides, Program Planning, Secondary Education, *Vocational Education, *Vocational Education Teachers, *Young Farmer Education

Designed to help vocational educators, including both teachers and administrators, in secondary and postsecondary institutions to plan, finance, and conduct instructional programs for young farmers and young agribusiness personnel, this manual focuses upon the need and importance of such adult vocational education and provides specific suggestions for recruiting and organizing students, determining the instructional program, teaching the class, following up on the instruction with visits to students, assessing the program's effectiveness, and developing a Young Farmer Educational Association. Appendixes include the results of an inquiry of the returns on the educational investment for the young farmers; points to remember in setting family and business goals; an objective rating list for goals; a

sample constitution and bylaws for a state young farmers' association; and a sample constitution and bylaws for a local young farmers' association. (VB)

ED 156 835

CE 016 522

Danielson, Gloria

A Study to Determine the Needs Perceived by St. Louis Adult Basic Education Students.

Pub Date—Jan 78

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Adult Basic Education, Adult Education Programs, Educational Needs, *Educational Objectives, Educational Research, Faculty Evaluation, *Needs Assessment, *Participant Satisfaction, *Program Evaluation, *Program Improvement, Student Needs, Student Opinion, Surveys

Identifiers—Missouri (Saint Louis)

A survey of Adult Basic Education (ABE) students attending class at seventeen learning centers in St. Louis, Missouri, was done to determine if the ABE teaching staff were meeting the felt needs (objectives) of the students. In general, it was found that the program staff has been successful in identifying and meeting the needs of the individual students. Overall, the twenty-one objectives listed in the survey form were all marked important by the students and no new ones were indicated. However, some needs are not receiving the priority indicated by the students, while others are being given more emphasis than necessary. Although understanding the metric system and practicing its use were ranked first and second, respectively, only twenty-five percent of the students are receiving metric education. Career information was listed next after the metrics and basic skills, but only fifteen percent of the students are receiving this information. Letter writing was considered important but given more emphasis than necessary. Consumer rights and responsibilities were ranked midway in the list of priorities but receive no attention. (This report concludes with twenty-two recommendations. The appendix includes the educational objectives for the Missouri Basic Essential Skills Test [BEST] and the survey form.) (EM)

ED 156 836

CE 016 527

Vocational and Technical Education Selected Statistical Tables, Fiscal Year 1976. Vocational Education Information No. II.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date—Mar 78

Note—109p.; Not available in hard copy because of reproducibility problems

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Annual Reports, *Enrollment, *Expenditures, Placement, Post Secondary Education, Records (Forms), Secondary Education, *State Federal Aid, *State Programs, *Statistical Data, *Vocational Education, Vocational Education Teachers

This report consists of computer printouts of vocational education statistical data by state. It was compiled from state vocational education reports submitted to the U.S. Office of Education for fiscal year 1976. The series of state-by-state tables include nineteen relating to expenditures (e.g., by target group, by level, by functions), three relating to number of teachers, one dealing with teacher training, twenty-one relating to enrollment in various programs, and four relating to placements of program completions. It is noted that the data should prove useful to all persons interested in assessing the scope and progress of vocational education in the U.S. and particularly those concerned with planning and evaluation. (The tables reflect programs, services, and activities carried out during FY 1976; however, the expenditures include federal funds carried over from FY 1974 and FY 1975. Programs were fi-

nanced by federal, state, and local funds and were conducted under the approved state plan for vocational education. Federal funds used to support the state programs were authorized by the Vocational Education Act of 1963 as amended, PL 90-576.) The appendix includes copies of annual vocational education report forms. (JH)

ED 156 837 CE 016 573

Hole, F. Marvin. Byrd-Bredbenner, Debra Carol. **Coordinated Inservice Leadership Development for Practical Nurse Teachers and Coordinators. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 9. Volume 16, Number 3.** Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date—Jun 78

Note—181p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Education, Coordinators, *Curriculum Development, Health Occupations Education, *Inservice Programs, Inservice Teacher Education, *Practical Nursing, Program Descriptions, Program Improvement, Teacher Improvement, Teacher Workshops, Vocational Education Teachers

Identifiers—Pennsylvania

Five inservice workshops for coordinators and teachers of practical nursing were conducted to provide a coordinated approach to curriculum development and to the teaching of practical nursing throughout the state of Pennsylvania. In addition to providing up-to-date information on curriculum development, design, and revision, topics such as mainstreaming the disadvantaged and handicapped learners into the practical nurse programs, recognition of the need for change in the health system, and need to examine curricula for career mobility were included. Based upon the findings of the project, these recommendations were made: that a course be developed on the legal aspects of health occupations education and be presented on a continuing basis throughout the state; that a long-term program be implemented to meet the inservice needs of coordinators and teachers in the area of improvement of instruction-curriculum development, evaluation, articulation, and delivery systems; and that a series of workshops be presented in such areas as staff development, career ladders and mobility, teaching methods, and counseling. (Evaluation instruments and selected materials utilized in the workshops are included in the appendixes.) (JH)

ED 156 838 CE 016 605

Youth Serving the Community: Realistic Public Service Roles for Young Workers. Final Report. National Child Labor Committee, New York, N.Y. Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Mar 78

Contract—21-36-77-12

Note—106p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Bibliographic Citations, Community Programs, *Employment Programs, Federal Legislation, Federal Programs, Job Development, Needs Assessment, *Program Descriptions, Program Planning, Projects, *Public Service Occupations, *Work Experience Programs, *Youth Employment

Identifiers—Comprehensive Employment and Training Act 1973, School to Work Transition, United States, Youth Employment and Demonstration Projects Act

This report on youth employment programs is intended to help prime sponsors and program operators implement innovative youth employment

efforts under the Comprehensive Employment and Training Act (CETA) and the Youth Employment and Demonstration Project Act (YEDPA). The content is in two chapters. Chapter 1 covers the introduction, meeting community needs, recognizing needs of youth, staff, and project elements. The second chapter, comprising most of the report, provides brief descriptions of work experience projects (many of which involve adults but can be adapted to meet the needs and abilities of youth) in the following ten areas: housing, health, environment and conservation, social services, public safety, public works, cultural and beautification, education, economic and community development, and clerical and administrative. Each of the many projects covered includes project title, city and/or state, bibliographic citation, and description. A bibliography containing 156 references is attached. (EM)

ED 156 839 CE 016 615

Guidelines and Minimum Standards for Operation of Texas Proprietary Schools. (Revised.)

Texas Education Agency, Austin. Div. of Proprietary Schools and Veterans Education.

Report No.—TEA-Bull-739

Pub Date—Nov 77

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Accreditation (Institutions), Administrator Guides, *Guidelines, Hearings, Program Guides, *Proprietary Schools, State Legislation, *State Standards

Identifiers—Texas, Texas Proprietary School Act

This guide, prepared to assist owners and managers of proprietary schools in Texas in applying for and obtaining approval by the Texas Education Agency, provides guidelines and minimum standards of practice for proprietary school operation. First, the guidelines are discussed in terms of definitions, exemptions, general provisions, certificates of approval, and permits for representatives. Focus of the second section is on minimum standards for the operation of proprietary schools and includes personnel, admission requirements, conduct policy, tuition and fees, cancellation and refund policy, instructional program data, advertising, minimum progress and attendance standards, financial stability, maximum pupil-teacher ratio, and records. The third section deals with hearings before the Commissioner of Education and covers topics, such as nature of hearings and appeals, service of pleadings, prehearing conference, notice of hearing, order of procedure at hearing, reporter, subpoenas, proposal for decisions, and motions for rehearing. Then follows a section on appeals to the State Board of Education for contested cases arising under the Texas Proprietary School Act and includes procedure for appeal, testimony and evidence, decisions, and rehearing. The last section covers the Texas Proprietary School Act, including general provisions, general powers and duties, authorized operation of schools, appeal, class action suits, and funding. (EM)

ED 156 840 CE 016 622

Walstedt, Jane

State Labor Laws in Transition: From Protection to Equal Status for Women. Pamphlet 15.

Women's Bureau (DOL), Washington, D.C.

Pub Date—76

Note—25p.; Maps and charts in this document may not reproduce well

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-002-00049-5, \$0.35)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Equal Opportunities (Jobs), Federal Legislation, Minimum Wage, Personnel Policy, *Sex Discrimination, *State Legislation, Work Environment, Working Hours, *Working Women

Identifiers—United States

This booklet summarizes state labor laws of spe-

cial interest to women and highlights trends evidenced in the past dozen years. Although focus is on state laws, information is provided on their federal counterparts to the extent needed to clarify the effect of the state enactments. The content covers minimum wage, premium pay for overtime, equal pay, fair employment practices, Title VII (the equal employment opportunity section of the Federal Civil Rights Act of 1964), maximum hours, night-work limitations, occupational limitations, weightlifting limitations, limitations on employment before and after childbirth, meal periods, rest periods, seating, occupational safety and health, and decisions ahead. The appendix includes the basic provisions of Title VII, guidelines on sex discrimination issued under that law, and a chart showing the current status of labor laws affecting women in each state. (EM)

ED 156 841 CE 016 639

Solberg, Eugene V.

An Analysis to Determine Competencies with Electronic Instruments for an Associate Degree Program in the Wisconsin VTAE System.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Jun 78

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Associate Degrees, *Course Content, Course Objectives, Curriculum Development, *Electronics, *Electronics Industry, *Electronic Technicians, *Needs Assessment, Skill Analysis, Surveys, Technical Education

Identifiers—Minnesota, Wisconsin

In order to prepare an up-to-date instruments course and provide data on which to publish a text for an associate degree electronics curriculum, the investigator of this study (a competency analysis) surveyed twenty-four Wisconsin- and Minnesota-based firms to identify job entry skills expected of electronics technicians. Of the firms surveyed, twenty-two employer/supervisors and twenty-one technicians ranked instruments, competencies, and general electronics concepts. Their combined opinions showed that five instruments (digital voltmeter, analogue voltmeter, oscilloscope with triggered sweep, D.C. power supply, and recorders/printers) should form the core of an instrument course. Concepts relating to grounding and accuracy were also considered to be a part of the basic groundwork. From this competency analysis an instrument course was identified. Two of the five conclusions presented were that it was possible to identify instruments and competency priorities by using a competency analysis and that the process of competency analysis provides instructors with information on which to build or revise an instrument course. (Data collection instruments are included in the appendix.) (JH)

ED 156 842 CE 016 692

Senior, John

Post-High School Activities of the 1973 Graduates by Race and Sex.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date—Jan 75

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Asian Americans, Black Employment, Black Students, *Comparative Statistics, *Employment Trends, *Enrollment Trends, Females, *Graduate Surveys, *High School Graduates, Males, Post Secondary Education, *Private Schools, *Public Education, Spanish Americans, Vocational Education

Compared in this document are the post-high school activities of the 1972 and 1973 graduates from public and nonpublic high schools in Pennsylvania. Areas of comparison were (1) enrollment in a postsecondary degree-granting institution (PDGI) vs. other activities (enrollment decreased by 5,172

students from 1972 to 1973; the number finding work increased slightly; 750 fewer students entered the military; (2) public vs. nonpublic high school graduates (40% public vs. 54.5% private school graduates entered a PDGI, and 3.5% vs. 1.7% entered the armed forces); (3) public high school graduates by sex (an almost equal number graduated, but 2,180 fewer women entered a PDGI and left the state, more entered an associate degree-granting business school); (4) 1973 public high school graduates by race and sex (regardless of race, more males attended a PDGI; the majority of Oriental Americans went to college, whereas the percentage of Blacks was below that of all graduates); (5) post high school activities of public academic program graduates (of the 38% in academic programs, 50.1% were male; the majority of Oriental Americans were in academic programs; Black and Spanish Americans were underrepresented); (6) post high school activities of public vocational-technical program graduates (35% of 1972 graduates and 40.4% of 1973 graduates were vocational-technical students, but only 12.5% attended PDGIs); and (7) 1973 graduates and employment (31% employed with 13% of that total from nonpublic schools; more females had received vocational training; the proportion of Blacks and Spanish Americans who entered the labor force was about the same as for all graduates, though a much smaller proportion of these were from academic programs; and less than 8% of Oriental American public school graduates worked immediately.) Data tables are appended. (VB)

ED 156 843

CE 016 700

Warmbrod, Catharine P. Comp. And Others

Technical Assistance Conference. Business-Industry-Labor Inputs in Vocational Education Personnel Development (Columbus, Ohio, April 3-5, 1978)

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Jun 78

Contract—OH-V-706N

Note—210p.; For a related document see CE 016 707

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage. Descriptors—Business Responsibility, Community Cooperation, *Community Involvement, Conference Reports, *Cooperative Planning, Educational Responsibility, Faculty Development, *Industry, Inservice Teacher Education, *Labor, School Industry Relationship, *Staff Improvement, State of the Art Reviews, State Programs, *Statewide Planning, *Vocational Education

Identifiers—United States

This report summarizes the proceedings of a technical assistance conference held for thirty vocational education representatives from ten states. The goal was the development of plans of action for increasing the involvement of business, industry, and labor in vocational education personnel development programs. Section 1 contains five conference papers on strategies for involving business, industry, and labor in personnel development. The titles of these papers are (1) Role and Responsibility of Industry in the Professional Development of Vocational Educators, (2) Using Community-Wide Collaborative Councils for the Professional Development of Vocational Educators, (3) Working Effectively with the Community Power Structure, (4) Using Advisory Committees Effectively or Fifty Ways to Get More Out of Your Advisory Committee, and (5) Can Labor Play a Meaningful Role in Vocational Education Staff Development? The second section provides status reports and plans of actions for the ten participating states. Each of these state reports summarizes current efforts (state-of-the-art) to utilize business-industry-labor inputs in vocational education personnel development pro-

grams, identifies gaps and deficiencies in this effort, and presents a plan of action for the coming year. The last section summarizes a panel discussion on facilitators and inhibitors in implementing vocational education staff development plans involving business, industry, and labor. (EM)

ED 156 844

CE 016 707

Cap. Orest And Others

Technical Assistance Handbook for Increasing Business, Industry, and Labor Inputs into Vocational Education Personnel Development Programs.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date—Apr 78

Contract—OH-V-706N

Note—203p.; Some pages in this document may not reproduce well due to small or faint print; For a related document see CE 016 700

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage. Descriptors—Advisory Committees, Community Cooperation, *Cooperative Planning, Educational Resources, *Faculty Development, *Industry, Inservice Teacher Education, Internship Programs, *Labor, *Program Development, Program Evaluation, Program Planning, Resource Materials, *Staff Improvement, Teacher Workshops, *Vocational Education Teachers, Work Experience Programs

This handbook is designed to help staff development persons, departments, and agencies use various educational approaches to involve business, industry, and labor in the professional development of vocational educators. The content is in ten chapters, and each one includes one or all of the following: rationale, benefits, content (includes planning, implementing, and evaluating), selected references, and resource materials (a variety of forms, letters, suggested procedures, and other similar aids that would be useful to vocational educators). The titles of these chapters are (1) Staff Development Programs with Inputs from Business, Industry, and Labor, (2) Workshops and Conferences—Effective vehicles for Staff Development, (3) Cooperative Internships—Contributions to Staff Development, (4) Structured Occupational Experiences—Establishing Structured Occupational Experiences Involving Business, Industry, and Labor, (5) Personnel Exchange Programs between Business-Industry-Labor and Vocational Education, (6) Advisory Committees—Establishing Educational Advisory Committees That Involve Business, Industry, and Labor, (7) Resource Persons from Business, Industry, and Labor, (8) Site Visits Arranged with Business, Industry, and Labor, (9) Resource Development—Support from Business, Industry, and Labor, and (10) Evaluating the Staff Development Program. (EM)

ED 156 845

CE 016 735

Skupin, Joseph F.

A Follow-Up Study of the Development and Implementation of an In-Service Training Dealing with the Use of Advisory Committees in Michigan's Vocational Education Programs.

Central Michigan Univ., Mount Pleasant.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.

Pub Date—[76]

Note—105p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Personnel, Administrator Attitudes, *Advisory Committees, Followup Studies, *Inservice Programs, Inservice Teacher Education, *Program Effectiveness, State Programs, State Surveys, Teacher Attitudes, *Teacher Workshops, Trainers, *Vocational Education, Vocational Education Teachers

Identifiers—Michigan

To ascertain the effectiveness of the inservice approaches utilized in the original Michigan Vocational Education Advisory Committee Project, a followup state survey was conducted. The original project, to improve the operating effectiveness of vocational education advisory committees throughout the state, involved (1) development of a guide to provide inservice education for vocational directors, teacher-educators, teachers, and advisory committee members, (2) a series of fifteen regional workshops to acquaint teachers and administrators with materials and techniques, and (3) utilization of second-party trainers as workshop leaders for a series of additional workshops. Analysis of data showed that 90% of the 900 participants received the Guide for Effective Utilization of Advisory Committees; three-fourths felt it was useful; vocational administrators expressed a need for more information on the State Plan and ongoing vocational technical programs; many teacher-educators are not updated to developments in the field; advisory committee members are not knowledgeable in some areas of their involvement; and the second-party trainer approach was effective due to the person-to-person communication lines that developed between teachers, administrators, and second-party trainers. Recommendations include continuation of the second-party trainer approach for both inservice and for information dissemination. (Over half of the report consists of data tables and appended survey materials.) (JT)

ED 156 846

CE 016 745

Schultz, Jerelyn B. Rougve, Barbara S.

Group Learning Centers. Illustrated for Home Economics. A Strategy for Use in Classes Mainstreaming Disabled Students.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

Pub Date—77

Note—203p.; For a related document see CE 016 746

Available from—Iowa Department of Public Instruction, Career Education Division, Grimes State Office Building, Des Moines, Iowa 50319

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Consumer Economics, Daily Living Skills, Foods Instruction, *Handicapped Students, *Home Economics, Individualized Instruction, Instructional Materials, Junior High Schools, Learning Activities, *Learning Laboratories, *Mainstreaming, Sewing Instruction, Small Group Instruction, Student Characteristics, Student Needs, Teaching Guides, *Teaching Procedures

The purpose of this guide is to provide assistance for home economics teachers in gaining insight in working with mildly disabled students as individuals and as members of a mainstreamed class. Preceding the four major parts of this document are descriptions of the following related elements: characteristics of eighth and ninth grade students and provisions for their needs (including typical mild mentally and/or physically disabled learners); adult skills for living; group learning centers and group learning center teaching modules. The objectives, generalizations, and basic concepts of the learning center teaching module presented in this document are outlined in part 1. Two major plans for developing a learning center teaching module on the topic of consumer education are presented in part 2. (The plans are designed to be included in either a foods or clothing unit appropriate for an eighth or ninth grade mainstreamed class.) Each plan includes an overview of the use of learning centers, directions for using learning centers, a guide for learning center activities, and tips for classroom management. Part 3 contains the student materials needed for group learning centers, and part 4 contains the materials needed by the teacher. (A related docu-

ment, CE 016 746, reports the research and development of this guide.) (BM)

ED 156 847 CE 016 746

Schultz, Jerelyn B. Rougvi, Barbara S.
Procedures for Teaching Skills for Living in Classes Where Mildly Handicapped Pupils Are Integrated with Nonhandicapped Pupils. Final Report.

Iowa State Univ. of Science and Technology, Ames.
Dept. of Home Economics Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

Pub Date—77

Note—153p.; For a related document see CE 016 745

Available from—Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Consumer Economics, *Handicapped Students, *Home Economics, Individualized Instruction, Junior High Schools, *Learning Laboratories, Mainstreaming, Small Group Instruction, *Teaching Methods

To help Home Economics teachers prepare for the mainstreaming of handicapped students, a study was conducted based on the following objectives: (1) to encourage teachers to be willing to work with disabled students and to view these students as worthy individuals having educational needs that the teacher can assist them in meeting; (2) to identify essential skills for independent living, family living, and career; (3) to develop two or more instructional procedures/techniques for students with varying mental and physical abilities in grades eight and nine; (4) to assess the effectiveness of the developed instructional procedures/techniques for teachers working with both typical and mildly handicapped students; and (5) to prepare curricular guidelines based on the findings from the preceding objectives for dissemination. Group learning centers were selected as an effective teaching/learning strategy for use in the mainstreamed classroom. Three model plans for using this strategy were developed, pilot-tested, and compared for significant differences between plans in cognitive achievement and in student attitudes. Teaching attitudes toward the teaching/learning strategies were also evaluated. Data revealed that cognitive growth occurred for both the typical and mildly mentally disabled students and that all attitudes toward the learning center strategy were generally positive. (A related document, CE 016 745, provides a detailed description of the learning center strategies and the instructional materials.) (BM)

ED 156 849 CE 016 754

Ginzberg, Eli. Ed.
Jobs for Americans.

American Assembly, New York, N.Y.

Pub Date—76

Note—222p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (Spectrum Book S-AA-42, \$4.50)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—*Economic Factors, Economic Research, *Employment, Employment Opportunities, Employment Patterns, *Employment Problems, Federal Legislation, *Federal Programs, *Job Development, Labor Market, Manpower Needs, *Manpower Utilization, Needs Assessment, *Policy Formation, Racial Discrimination, Sex Discrimination, Time Perspective, Unemployment, Welfare

Identifiers—United States

Written under a contract with the National Commission for Manpower Policy, this book contains eight chapters (each by a separate author) intended to aid in charting a national employment strategy and assessing the goal of full employment. Three main themes that pervade the book are (1) the re-

sponsibility of the federal government to create jobs, (2) the shaping of governmental and nongovernmental policy to eliminate job discrimination against women and minorities, and (3) the limits of an expanded job program and alternative methods of providing support. In the first three chapters Moses Abramovitz, Robert M. Slow, and Arthur M. Okun review the reasons why the federal government has been so slow in recognizing the employment problem. Then, Lloyd Ulman describes traditional manpower policies and emphasizes that a well designed and implemented policy would broaden job opportunities for the disadvantaged. Both Barbara R. Bergmann and Andrew F. Brimmer continue this discussion of the effect of expanded employment on women and blacks, summarizing the nature of discrimination, the economic progress of minorities to date, and the need for further governmental efforts. In conclusion, Robert J. Lampman and Juanita M. Kreps consider two problems related to employment: first, the continuing need for welfare systems (income transfers) despite the successfulness of a federal job creation program, and second, the need for greater freedom in the timing of work in the life cycle and the extent to which people work. (ELG)

ED 156 850 CE 016 783

Datta, Lois-ellin

The New Congressionally Mandated Studies: Notes toward Species Identification.

Pub Date—8 Apr 78

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Educational Research, *Evaluation Methods, Evaluation Needs, Federal Government, *Federal Legislation, Models, Problems, Projects

Identifiers—National Institute of Education

The new NIE (National Institute of Education) projects, Compensatory Education Study (Hill et al., 1976, 1977a, 1977b) and the Vocational Education Study (David et al., 1978), along with an earlier Safe Schools Study, are being considered in the evaluation community as possible new paradigms for research. Results of previous evaluation studies reveal several problems, among which were overly technical findings, reports arriving too early or too late, poorly designed evaluations, data requested only to bolster previous positions, etc. Characteristics for the new evaluations involve direct routes to Congress, considerable time allocation, and absence of constraints in the legislation on the design, measures, or analysis. Despite the improvements in the approach to evaluation, several problems are still encountered: (1) Congress often indirectly affects the evaluation paradigm when committee memberships change, resulting in a lack of knowledge concerning the design of a project and its purpose; (2) although an agency chosen to handle mandated studies needs to be able to quickly hire and fire personnel to procure talent for short periods and to quickly contract work, staffs to manage projects must be accommodated within agency ceilings, job expenditures must be negotiated with Congress, and inhibiting civil service procedure must be followed; (3) difficulty is encountered by evaluation teams who must effect communication with diverse groups within an organization; and (4) mandated studies cannot conflict. Though there is little research on mandated studies, it is concluded that evaluation cannot evolve quickly and adaptations must be made while the evaluation is in progress. (VB)

ED 156 851 CE 016 850

Otazo, Karen And Others

Identifying and Improving Vocational Instruction: A Handbook for Individualized Instruction for New Hampshire Vocational Educators.

Keene State Coll., N.H.

Spons Agency—New Hampshire Research Coord-

inating Unit for Vocational-Technical Education, Concord.; Office of Education (DHEW), Washington, D.C.

Pub Date—[76]

Contract—G007603809

Note—144p.; Some pages in this document may not reproduce well due to faint print

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Individualized Curriculum, *Individualized Instruction, Information Sources, Program Descriptions, *Program Development, Program Evaluation, *Teaching Guides, *Vocational Education

Identifiers—Dictionary of Occupational Titles, New Hampshire, Vocational Education and Occupations

Provided is a guide to individualizing instruction in vocational education. Background information on the Alternatives Approach to Individualization in Vocational Education (AAIVE) Project and an introduction to the publication are presented in section I. Section II contains a glossary of terms used in this handbook and in the literature pertaining to individualized instruction. Section III provides a system to identify the current level of individualization in a classroom: a questionnaire to ascertain the main elements of an instructional program and a chart to demonstrate where the elements fit into the broad framework of individualized instruction. Section IV discusses possible issues encountered in developing a program: administrative support, facility usage, planning time, scheduling, resource selection, implementation process, teacher-dependent and special needs students. Section V presents steps to individualizing a program: developing the curriculum, needs assessment, job family clustering, analyzing tasks, creating instructional objectives, selecting learning experiences, developing evaluation techniques, recordkeeping and followup, and putting the components together. Section VI is a resource and bibliography section including lists of model programs, information and resource centers, handbooks, catalogues, books and other publications relating to individualized instruction. Information on where to obtain or locate the information is provided. Section VII lists AAIVE project participating programs and administrators and consultants in the New Hampshire State Department of Education, Vocational-Technical Division; the section also describes writing behavioral objectives, outlines characteristics of different forms of media, and explains how to use the Dictionary of Occupational Titles and Vocational Education and Occupations. (JH)

ED 156 852 CE 016 858

Morton, J. B. Hatfield, Gary

Adult Needs Assessment in Oklahoma.

Oklahoma State Univ., Stillwater. School of Occupational and Adult Education.

Spons Agency—Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Pub Date—Dec 77

Note—67p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, *Adults, Demography, *Educational Interest, Educational Needs, *Educational Problems, Job Skills, Leisure Time, *Needs Assessment, Opinions, Skill Development, State Surveys, Tables (Data), *Vocational Education

Identifiers—Oklahoma

One thousand eighty-two adults in Oklahoma were contacted for telephone interviews to determine their perceived needs for vocational education. Based on 853 responses, the findings include the following: the two most convenient times adults are available for training is on a weekday in the morning or evening; the major barrier that limits participation in a training program is the lack of child care facilities at training institutions; twenty-three percent of the respondents were interested in

leisure time education; the largest type of leisure time education that adults were interested in was for arts and crafts; the proportion of adults interested in skill training or leisure time education decreases as age increases; a larger proportion of females are interested in both skill training and leisure time education than males; a larger proportion of adults working part-time are interested in leisure time education; and the proportion of adults interested in leisure time education increases as the number of years of education increases. (This report includes thirty-seven tables. The interview questions in a flowchart format presenting the sequence in which questions were asked and the interview response sheet are appended.) (EM)

ED 156 857 CE 017 039

Marketing and Distributive Education. General Retail Merchandising Curriculum Guide.

Northern Illinois Univ., DeKalb. Dept. of Business Education and Administration Services.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—May 78

Note—492p.; For related documents see CE 017 039-043; Some pages may not reproduce clearly due to colored backgrounds

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—Business Education, Communications, Curriculum Guides, *Distributive Education, Economics, Educational Objectives, Human Relations, Job Skills, *Learning Activities, Management, *Marketing, Mathematics, *Merchandising, Occupational Information, Post Secondary Education, Producer Services, *Resource Materials, *Retailing, Salesmanship, Sales Occupations, Secondary Education

This document is one of four curriculum guides designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing as well as to provide marketing and distributive education teachers with maximum flexibility. Introductory information provides directions for using the guide and information on careers in general retail merchandising. This guide covers the following eleven areas of instruction: advertising, communications, display, human relations, marketing economics, management, mathematics, merchandising, operations, product and/or service technology, and selling. The basic format for each instructional area is the same and contains the following elements: cluster instructional objectives to facilitate the organization of instruction; the essential common and specialized competencies; suggested learning activities; and references. This marketing series includes a master guide on general marketing (CE 017 042) and three curriculum guides which cover general retail merchandising (CE 017 039), wholesaling (CE 017 040), and food marketing (CE 017 043). A planning guide (CE 017 041) accompanies this series and four related business curriculum guides (ED 114 560, ED 133 434, and ED 146 356-357). (BM)

ED 156 858 CE 017 040

Marketing and Distributive Education. Wholesaling Curriculum Guide.

Northern Illinois Univ., DeKalb. Dept. of Business Education and Administration Services.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—May 78

Note—111p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 039-043

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Business Education, Communications, Curriculum Guides, *Distributive Education, Economics, Educational Objectives, Human

Relations, *Job Skills, *Learning Activities, Management, *Marketing, Mathematics, Merchandising, Occupational Information, Post Secondary Education, Producer Services, *Resource Materials, Salesmanship, Secondary Education, *Wholesaling

This document is one of four curriculum guides designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing as well as to provide marketing and distributive education teachers with maximum flexibility. Introductory information provides directions for using the guide and information on careers in wholesaling. This guide covers the following nine areas of instruction: communications, human relations, marketing economics, management, mathematics, merchandising, operations, product and/or service technology, and selling. The basic format for each instructional area is the same and contains the following elements: cluster instructional objectives to facilitate the organization of instruction; essential common and specialized competencies; suggested learning activities; and references. This marketing series includes a master guide on general marketing (CE 017 042) and three curriculum guides, which cover general retail merchandising (CE 017 039), wholesaling (CE 017 040), and food marketing (CE 017 043). A planning guide (CE 017 041) accompanies this series and four related business curriculum guides (ED 114 560, ED 133 434, and ED 146 356-357). (BM)

ED 156 859 CE 017 041

Marketing and Distributive Education Curriculum Planning Guide.

Northern Illinois Univ., DeKalb. Dept. of Business Education and Administration Services.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—May 78

Note—15p.; For related documents see CE 017 039-043

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Articulation (Program), Business Education, Community Colleges, *Curriculum Development, Curriculum Guides, *Curriculum Planning, *Distributive Education, Educational Needs, *Marketing, Performance Based Education, *Program Planning, Secondary Education

This planning guide in marketing and distributive education is designed to provide the curriculum coordinator and instructor with a basis for planning a comprehensive program in the career field of marketing. Such programs require competencies in sales, sales promotion, buying, transporting, storing, financing, marketing research, and management. The guide provides information in the following areas: need and scope of comprehensive marketing and distributive education programs; the competency-based curriculum; the secondary school curriculum; articulation; community college curriculum; and the program planning process. Eight curriculum guides have been developed to be used in conjunction with this planning guide and cover the following career areas: general marketing; general retail merchandising; food marketing; wholesaling; small business ownership and management; clothing apparel and accessories merchandising; home furnishings merchandising; and lodging-recreation and tourism (hospitality). (All eight curriculum guides are available in the ERIC System—CE 017 039-040 and 017 042-043, and ED 114 560, ED 133 434, and ED 146 356-357.) (BM)

ED 156 860 CE 017 042

Marketing and Distributive Education. General Marketing Curriculum Guide.

Northern Illinois Univ., DeKalb. Dept. of Business Education and Administration Services.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—May 78

Note—230p.; For related documents see CE 017 039-043; Some pages may not reproduce clearly due to colored backgrounds

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Business Education, Communications, Curriculum Guides, *Distributive Education, Economics, Educational Objectives, Food Stores, Human Relations, *Job Skills, *Learning Activities, Management, *Marketing, Mathematics, Merchandising, Occupational Information, Post Secondary Education, Producer Services, *Resource Materials, Retailing, Salesmanship, Secondary Education, Wholesaling

This general marketing curriculum guide is the master publication in a series of four curriculum guides. The series is designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing as well as to provide marketing and distributive education teachers with maximum flexibility. This guide should be studied carefully before using the other guides (CE 017 039-040 and CE 017 043). The introductory section of this guide contains instructions for using all four guides, a bibliography for instructional materials referenced in all the guides, and a competency curriculum planning grid which indicates by instructional area all the competencies and in which guides they are located. This guide also contains the competencies and learning activities which are common to the three marketing occupations covered in the other guides: food marketing, wholesaling, and general retail merchandising. Common competencies and learning activities are identified for the following instructional areas: communications; human relations; marketing/economics; management; mathematics; merchandising; operations; product and/or service technology; and selling. A cluster instructional objective, suggested learning activities, and references are provided for each competency. A planning guide (CE 017 041) accompanies this series and four related business curriculum guides (ED 114 560, ED 133 435, and ED 146 356-357). (BM)

ED 156 861 CE 017 043

Marketing and Distributive Education. Food Marketing Curriculum Guide.

Northern Illinois Univ., DeKalb. Dept. of Business Education and Administration Services.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date—May 78

Note—804p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 039-042

EDRS Price MF-\$1.50 Plus Postage. HC Not Available from EDRS.

Descriptors—Business Education, Communications, Curriculum Guides, *Distributive Education, Economics, Educational Objectives, *Food Service Industry, Food Service Workers, *Food Stores, Human Relations, *Job Skills, *Learning Activities, Management, *Marketing, Mathematics, Merchandising, Occupational Information, Post Secondary Education, Producer Services, Resource Materials, Salesmanship, Secondary Education

This document is one of four curriculum guides designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing as well as to provide marketing and distributive education teachers with maximum flexibility. Introductory information provides directions for using the guide and information on careers in food marketing. This guide covers the following eleven areas of instruction: advertising; communications; display; human relations; marketing/economics; management; mathematics; merchandising; operations; product and/or service technology; and selling. The basic format for each

instructional area is the same and contains the following elements: cluster instructional objectives to facilitate the organization of instruction; the essential common and specialized competencies; suggested learning activities; and references. This marketing series includes a master guide on general marketing (CE 017 042) and three curriculum guides which cover general retail merchandizing (CE 017 039), wholesaling (CE 017 040), and food marketing (CE 017 043). A planning guide (CE 017 041) accompanies this series and four related business curriculum guides (ED 114 560, 133 434, and 146 356-357). (BM)

ED 156 863

CE 017 069

Lisack, J. P.

Comparisons of the Characteristics and Plans of Indiana High School Seniors by Race, and by Type Program Enrolled in: (College Preparation, Business Education or Vocational Education).

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date—1 Mar 78

Note—122p.

Available from—Purdue University, Office of Manpower Studies, SCC-A, West Lafayette, Indiana 47907 (\$2.50 + \$0.50 postage; ten or more, \$2.00 each)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Business Education, Career Choice, *Career Planning, College Preparation, *Comparative Analysis, Decision Making, *Educational Experience, Educational Improvement, Family Characteristics, High School Students, Occupational Choice, *Race, *Seniors, State Surveys, *Student Characteristics, Student Interests, Vocational Education

Identifiers—Indiana

To identify and compare the characteristics and career plans of high school seniors in Indiana as a basis for program planning and improvement, data were obtained from 49,663 seniors enrolled in 354 Indiana high schools in the class of 1975. Comparisons of the data were made by race and by type of program enrolled in (i.e., Vocational Education, Business Education, College Preparatory). The data collected covered the following areas: characteristics of students including sex, race, area of study, and grade average; plans of seniors after graduation from high school; seniors' career or occupational choices (including: occupation or career chosen; reasons for making that particular choice; sources or persons most helpful in making choice; and definitiveness of plans); reasons why some seniors do not plan to continue their education or plan to delay further education after graduation from high school; information about those students who do plan to continue their education, such as preferred methods of financing, college choice, etc.; characteristics of the seniors' heads of household (including relationship, highest level of education attained, and occupation). (In addition to the statistical tables presented in this document, histograms are also included.) (BM)

ED 156 864

CE 017 091

Ritz, John M. Joyner, David I.

Development of a Competency-Based Instruction Curriculum Plan. Final Report.

Old Dominion Univ., Norfolk, Va. Dept. of Industrial Arts Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date—Jun 78

Note—79p.; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Catalogs, Conferences, Criterion Referenced Tests, Curriculum Design, *Cur-

riculum Planning, Guidelines, *Industrial Arts, Job Skills, *Material Development, National Surveys, *Performance Based Education, State Programs

Identifiers—Virginia

To develop a plan for competency based industrial arts curriculum in Virginia, three objectives were set: (1) to survey competency based curriculum developments in other states and prepare a catalog format; (2) to plan and coordinate a competency based curriculum planning conference; and (3) to specify procedures for completing catalogs for industrial arts competencies with criterion references for application and inservice. Of the thirty-three states responding to the initial survey, eleven indicated they were working with competency based instruction at the state level. From information gathered from these respondents a competency catalog format was prepared. On May 22, 1978, a conference on curriculum planning for competency based instruction in industrial arts education was held to assist individuals who had been appointed to advisory committees for the development of competency catalogs. Individuals were trained to work in small groups to advise the writers of catalogs for industrial arts education courses which are included in the Virginia Model Plan for Industrial Arts Education. All materials were reviewed by the Industrial Arts Education Service and will be used by future research groups in their catalog development tasks. It was concluded that competency based instruction is a viable means of improvement and accountability in industrial education for Virginia, and it was recommended that fifteen catalogs of criterion referenced tasks be developed for all approved industrial arts programs for the public schools of Virginia. (Author/JT)

ED 156 867

CE 017 126

Welch, Marty

Mental Health & the Career Clusters.

Cleveland Heights - University Heights City School District, Cleveland Heights, Ohio.

Note—20p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Agriculture, Artists, Business, *Career Education, Construction Industry, Consumer Education, Environmental Technicians, Grade 9, Health Occupations, Homemaking Education, Humanities, *Learning Activities, Manufacturing, Marine Technicians, *Mental Health, *Occupational Clusters, Office Occupations, Public Service Occupations, Secondary Education

This supplement to ninth grade mental health units relates mental health to the following occupational clusters: agribusiness and natural resources, environment, health, marine science, communications and media, business and office, marketing and distribution, public service, transportation, personnel services, consumer and homemaking education, hospitality and recreation, arts and humanities, manufacturing, and construction. For each occupational cluster there is a brief discussion defining how that cluster relates to mental health and a project suggestion, which is suitable for individual or group participation. Many of the project activities are, in terms of time, capable of being expanded or compressed. An introduction, which generally discusses mental health within various occupations, serves to orient the student to the packet. (VB)

ED 156 874

CE 017 151

Assessing the Feasibility of Large-Scale Countercyclical Job-Creation. Final Report, Volume I, Overview and Summary.

Urban Inst., Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—27 Jun 78

Contract—DOL-20-11-77-18

Note—44p.; For related documents see CE 017 152-153

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Cost Effectiveness, Employment Opportunities, Employment Problems, *Employment Programs, Employment Projections, Feasibility Studies, Federal Government, Federal Programs, *Job Development, Labor Market, Program Costs, *Program Effectiveness, Public Policy, *Public Service Occupations, Unemployed

Identifiers—United States

The feasibility of large-scale, countercyclical public job-creation was assessed. Focus was on how many job-creating activities could be undertaken as well as the job-creation potential and costs of these activities. Data was collected through field visits made to Washington-based federal government and national organizations and to twenty-four counties in eight of ten federal regions. The findings include the following: 233 potential job-creation activities were identified in twenty-one different program areas; the largest number of activities were in the program areas of public works, environmental quality, education, social services, and criminal justice; and 115 activities, for which onsite job and cost estimates could be generated, were estimated capable of generating three million onsite jobs at a cost of approximately \$15,000 per job. (This first of a three-volume report contains chapter 1, which overviews and summarizes the entire study. Volume 2, comprised of the second chapter, covers the methods and the findings with respect to activities, their job-creation potential, and related characteristics. The last volume, containing the remaining six chapters, covers the findings regarding the priorities among projects, indirect employment effects, skill imbalances, and administrative issues; and summarizes the overall findings, conclusions, and recommendations.) (EM)

ED 156 875

CE 017 152

Assessing the Feasibility of Large-Scale Countercyclical Public Job-Creation. Final Report, Volume II. Activities Suitable for Public Job-Creation and Their Characteristics.

Urban Inst., Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—27 Jun 78

Contract—DOL-20-11-77-18

Note—202p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 151-153

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Cost Effectiveness, Employment Opportunities, Employment Problems, *Employment Programs, Employment Projections, Feasibility Studies, Federal Government, Federal Programs, *Job Development, Labor Market, Program Costs, *Program Effectiveness, Public Policy, *Public Service Occupations, Tables (Data), Unemployed

Identifiers—United States

This second of a three-volume report of a study done to assess the feasibility of large-scale, countercyclical public job creation contains chapter 2 of the report on the methods and findings with respect to job-creating activities, their job-creation potential, and related characteristics. (Volume 1, comprised of the report's first chapter, overviews and summarizes the entire study. The third volume, containing the last six chapters, covers the findings regarding the priorities among projects, indirect employment effects, skill imbalances, and administrative issues; and summarizes the overall findings, conclusions, and recommendations.) Following a brief introduction, the content covers past research, identification of job-creation activities, determinants of potential job-creation and costs of activities identified, sources used to estimate key variables, and methods used to estimate potential job-creation and costs. The remaining two-thirds of this document presents an overview of the findings followed by detailed

discussions of the findings regarding the job-creation potential of activities in eighteen program areas. Among these are criminal justice, correctional facilities, and public safety; cultural activities, museums, and public libraries; education and school related activities; energy conservation; environmental programs; federal government activities; and fire protection and prevention. Projects and activities identified as candidates for large-scale public creation in twenty-one program areas and tables of statistics by activity are appended. (EM)

ED 156 876 CE 017 153

Assessing the Feasibility of Large-Scale Countercyclical Public Job-Creation. Final Report, Volume III. Selected Implications of Public Job-Creation.

Urban Inst., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—27 Jun 78

Contract—DOL-20-11-77-18

Note—164p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Cost Effectiveness, Employment Opportunities, Employment Problems, *Employment Programs, Employment Projections, Feasibility Studies, Federal Government, Federal Programs, *Job Development, Labor Market, Labor Supply, Political Influences, Program Administration, Program Costs, *Program Effectiveness, *Public Policy, *Public Service Occupations, Tables (Data), Unemployed
Identifiers—United States

This last of a three-volume report of a study done to assess the feasibility of large-scale, countercyclical public job creation covers the findings regarding the priorities among projects, indirect employment effects, skill imbalances, and administrative issues; and summarizes the overall findings, conclusions, and recommendations. (Volume I, comprised of the report's first chapter, overviews and summarizes the entire study. The second volume, containing the second chapter, covers the methods and the findings with respect to activities, their job-creation potential, and related characteristics.) The content covers the last six chapters in the report. Chapter 3 on establishing priorities among activity areas covers unmet needs, program choices, and a multidimensional approach to program priorities. Focus of the fourth chapter is on estimating the overall employment effect of public service employment programs, including an overview of the model (estimating off-site employment changes and accounting for the effects of fiscal substitution) and a defining of activity clusters. Chapter 5 discusses the methods and findings regarding the supply of skills available for newly created public jobs, while the sixth chapter assesses the potential for skill imbalances. Chapter 7 discusses seven administrative and operational issues in implementing public job-creation programs. The final chapter summarizes the overall findings, conclusions, and policy recommendations. (EM)

ED 156 877 CE 017 156

Antos, Joseph R. Mellow, Wesley S.

The Youth Labor Market: A Dynamic Overview.
Bureau of Labor Statistics (DOL), Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—15 Feb 78

Contract—DL-20-11-76-47

Note—219p.; Not available in hard copy because of poor reproducibility

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Career Change, Economic Climate, Economic Status, Educational Background, Employment Level, Employment Opportunities, *Employment Patterns, Failure Factors, Human

Capital, *Labor Market, Marital Status, Models, Occupational Mobility, Racial Differences, Sex Differences, Success Factors, Underemployed, *Unemployment, *Wages, *Youth Employment, Youth Problems

Based on the National Longitudinal Surveys of over 10,000 men and women aged eighteen to twenty-seven who were interviewed annually from 1966 through 1971, this study investigates how the youth labor market operates and identifies its manpower problems that should be addressed by policy-makers. A five-part recursive model is established for the youth labor market consisting of labor market status, wage determination, turnover, duration of subsequent unemployment, and wage growth. It is found that (1) the relationship between educational attainment and subsequent labor market success is striking; (2) education has a positive effect on wages; (3) job tenure is a deterrent to turnover, but job change represents a definite attempt to improve economic position; (4) the duration of unemployment and wage growth are directly affected by aggregate economic conditions since any decline disproportionately falls on youth, increasing the duration and decreasing their earning potential; (5) workers generally do not remain in jobs below their capabilities; and (6) competitive forces rule the youth job market with productive capabilities being rewarded and workers who initially earn less than their potential increasing their wages over time. Comparisons are drawn between early market entrants and college-goers, the employed and unemployed, blacks and whites, men and women, married and unmarried workers, and particular occupations. (ELG)

ED 156 878 CE 017 158

Sheppard, Harold L. And Others

Research and Development Strategy on Employment-Related Problems of Older Workers. Final Report.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—AIR-59500-2/78-FR

Pub Date—Feb 78

Contract—20-11-76-54

Note—265p.

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Career Change, Economic Disadvantage, Educational Needs, Employment Opportunities, Employment Practices, *Employment Problems, *Equal Opportunities (Jobs), Federal Legislation, Minority Groups, *Older Adults, Part Time Jobs, *Policy Formation, Public Policy, Research Criteria, *Research Needs, Retirement, Task Performance, Unemployment, Working Hours, Working Women
Identifiers—Age Discrimination in Employment Act 1967, United States

The study reported here examines the employment-related problems of older workers and develops a research and development strategy for future federally funded projects. Following an introductory section, the content is in fifteen chapters. The first chapter covers a number of critical policy issues and the second concentrates on job-related problems of older workers. Chapter 3 discusses the factors and problems associated with retirement. Health and safety of the older workers is the topic of the fourth chapter, while the fifth covers age and work performance. Part-time work and new types of work-time arrangements are the subjects of chapter 6. Chapters 7-9 focus on the older working women, older minority workers, and older workers in rural areas, respectively. The tenth chapter deals with employer practices, internal labor market experiences, mid-career change, and the role of intermediary organizations in meeting the employment needs

of older workers. Chapter 11 is concerned with training and education, while the subject of chapter 12 is current government programs affecting older workers. The Age Discrimination in Employment Act is discussed in the thirteenth chapter. Foreign programs and policies are reviewed in chapter 14. The last chapter presents specific priorities for research projects and recommends projects for immediate support. (EM)

ED 156 885 CE 017 217

Turner, Susan Conrad, Carolyn

Supportive Services: CETA Program Models.

Employment and Training Administration (DOL), Washington, D.C.

Pub Date—78

Contract—81-11-71-09

Note—38p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00323-8)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Ancillary Services, Counseling, *Delivery Systems, *Employment Programs, Federal Legislation, Federal Programs, Human Services, Job Training, *Models, Needs, *Program Planning, Unemployed

Identifiers—Comprehensive Employment and Training Act 1973, United States

This monograph is intended to help the operators and planners of employment and training programs, particularly those sponsored under the Comprehensive Employment and Training Act (CETA), in developing and providing supportive services to improve client employability. The first section, presenting the purpose of this publication, is followed by a section briefly covering the history of supportive services in employment and training programming, and the implications for present-day programs. Section 3 describes nine individual supportive services, opportunities and constraints that each raises, and examples. The services covered are counseling, orientation, educational services, transportation, physical health services, mental health services, child care services, legal and bonding services, and use of local petty cash funds. Section 4 presents four different models that could be followed in providing supportive services. The fifth section discusses six elements in a supportive service plan, including identification and description of potential clients, determining unmet client needs, and setting priorities among unmet needs. A summary of the conclusions is presented in the last section. (EM)

ED 156 886 CE 017 228

Schnulle, Linda

Working in the People's Republic of China.

Pub Date—77

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Chinese Culture, Cultural Context, Economics, *Employment Practices, Job Enrichment, Job Satisfaction, Motivation, Organizational Development, *Political Attitudes, *Productive Living, Productivity, Public Policy, Social Values, *Work Attitudes, *Work Environment

Identifiers—Peoples Republic of China

Primarily the result of observations made during an eighteen-day tour of the People's Republic of China (conducted by Professor Eugene Gilliom at Ohio State University), this paper examines working conditions and attitudes toward work in China. Focus in the first half of the paper is on motivation to work in China and how it differs from U.S. attitudes about individual freedom, security, and job satisfaction. The economic history of East and West are briefly traced (as parallel paths out of feudalism) to point out the resulting contrast in political and social context. Noting Chairman Mao's statement that "Our God is the masses of Chinese people," the author cites evidence of that philosophy among

workers who indicate that when they die their children will carry on "the struggle." The second half of the paper is a discussion of working conditions in China today in terms of the standards which Michael Argyle sets up in his book, "The Social Philosophy of Work": (1) varied and meaningful work, (2) worker involvement in control of working conditions, (3) work appropriate to worker interests and abilities, (4) sufficient job security, pay, and status, (5) extrinsic motivation through integration of worker and organization goals, and (6) small worker groups with cohesiveness from group goals. The author comments on the effectiveness of Mao's programs and concludes that the average worker in China finds dignity and purpose to his labor because he knows it contributes to the good of the state. (JF)

ED 156 887 CE 017 230

Personnel Development. A Plan to Produce and Distribute an Instructional Package for Teaching the Concepts of Competency-Based Instruction in Home Economics Pre-service Teacher Education Programs. Final Report.

Virginia Polytechnic Inst. and State Univ., Blacksburg.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education. Pub Date—20 Jul 78

Note—43p.; Pages 2-17 may not reproduce well due to faint print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage. Descriptors—Audiovisual Aids, Evaluation, Higher Education, *Home Economics Education, *Home Economics Teachers, *Instructional Materials, Interinstitutional Cooperation, *Learning Modules, *Performance Based Education, *Preservice Education, Projects, *Teacher Education, Teacher Educators

Identifiers—Virginia

Described in this final report is the development of a plan to produce and distribute an instructional package for teaching the concepts of competency-based instruction in home economics pre-service education programs in the state of Virginia. Nine Virginia Universities (Virginia Polytechnic Institution and State University, Radford College, James Madison University, Longwood College, Virginia State, Norfolk State, Hampton Institute, Eastern Mennonite College, and Bridgewater College), during 1977-78, were involved in the Competency-Based Education (CBE) pre-service training program activities coordinated by VPI and SU. Radford College and Longwood College participated in the field test. Students from each institution were given the module, worked with it, and filled out comprehensive evaluation forms. In April, 1978, teacher educators representing eight of the nine institutions (Virginia State was absent) reviewed the model and the field test evaluations and revised the model. In June, 1978, each of the nine institutions was sent copies of the final revised model, a teacher guide, a slide/tape presentation, transparencies which coordinate with the module, and reference materials pertinent to the CBE concept. In addition, single copies of several references purchased by project funds were housed at VPI and SU. (Appended is a conference questionnaire regarding CBE materials and a sample CBE module for classroom use with activity sheets, pre- and posttests, and a short reference list.) (Author/VB)

ED 156 888 CE 017 235

Woodnutt, Tom

Model Program for Surveying Employers of Automotive Technology Graduates.

Chemeketa Community Coll., Salem, Oreg.

Spons Agency—Oregon State Dept. of Education, Salem.

Pub Date—Jun 78

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Auto Mechanics (Occupation), Community Colleges, *Demonstration Projects, Educational Accountability, Educational Assessment, *Employer Attitudes, Evaluation Methods, *Graduate Surveys, Job Skills, Junior Colleges, Personnel Evaluation, Program Effectiveness, Program Evaluation, *Questionnaires, Research Tools, Trade and Industrial Education, *Vocational Followup

Using a sample of all graduates and a randomly chosen group of leavers (those who had completed three terms over a four-year period), a study was conducted at Chemeketa Community College to develop a model survey instrument for employers to evaluate the automotive technology program. Several steps were followed in the development process, including the creation of a flow chart of the study activities, a literature review, and the identification and location of previous students and their employers. (Since tracking former students and employers is the most time consuming and expensive of these steps, a college wishing to conduct such a survey needs to have an easy-to-use and accurate data system.) A two-page survey form was produced, of which the first page covers general topics and is applicable to any college program while the second page focuses on specific curriculum questions. Because of its design, it can be used by any community college occupational program (1) to acquire meaningful information from employers which can be applied to program review and planning, (2) to involve a technology advisory committee in the follow-up process, and (3) to satisfy both the instructional needs of the college program and the guidelines of the state and federal governments. (Copies of the flow chart and the questionnaire are included.) (ELG)

ED 156 890 CE 017 248

Problems in the Federal Employee Equal Employment Opportunity Program Need to Be Resolved. U.S. Civil Service Commission and Other Federal Agencies. Report to the Congress.

Comptroller General of the U.S., Washington, D.C. Report No.—FPCD-76-85

Pub Date—9 Sep 77

Note—155p.; For related documents see CE 017 251-252

EDRS Price MF-\$0.83 HC-\$2.69 Plus Postage.

Descriptors—*Affirmative Action, *Employment Programs, Employment Statistics, *Equal Opportunities (Jobs), Federal Government, Federal Legislation, Federal Regulation, Females, *Government Employees, Government Publications, Job Applicants, Minority Groups, Problems, *Program Evaluation, Public Service Occupations Identifiers—Equal Employment Opportunity Act 1972, United States

This report for Congress covers a number of fundamental but controversial issues relating to the overall objectives, direction, and pace of the equal employment opportunity (EEO) program for federal employees and job applicants, including some recommendations. The content is presented in nine chapters. The first is an introduction covering legislative background, affirmative action planning, and the scope of this report. Chapter 2 on the need to resolve fundamental issues on direction and pace of EEO programs briefly discusses some basic problems, including basic purpose of EEO, intended beneficiaries, efforts versus results, and goals versus quotas. In the third chapter, focus is on female and minority hiring, including statistical information regarding women and minorities in the federal work force and barriers to EEO progress. Chapter 4 discusses program organization and resources, while the next chapter covers setting affirmative action plan employment goals. Chapter 6 on submission, review, and approval of affirmative action plans focuses on the timeliness of submitting and reviewing plans, the need for improved Civil Service Commission (CSC) guidance, and the need for revising

review practices. Recruitment efforts and problems are covered in the seventh chapter and EEO program evaluation is the topic of chapter 8. The concluding chapter presents the problems in evaluating EEO programs. (EM)

ED 156 891 CE 017 251

System for Processing Individual Equal Employment Opportunity Discrimination Complaints: Improvements Needed. Civil Service Commission. Report to the Congress.

Comptroller General of the U.S., Washington, D.C. Report No.—FPCD-76-77

Pub Date—8 Apr 77

Note—102p.; For related documents see CE 017 248 and CE 017 252

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Delivery Systems, Due Process, *Employment Programs, *Equal Opportunities (Jobs), Federal Government, Federal Legislation, Federal Regulation, *Government Employees, Government Publications, *Grievance Procedures, Job Applicants, Management Systems, Minority Groups, Personnel Management, Program Administration, *Program Evaluation, Public Service Occupations, Systems Development Identifiers—Equal Employment Opportunity Act 1972, United States

This report for Congress recommends improvements in the federal government's system for processing the individual discrimination complaints of federal employees and job applicants. The content is presented in seven chapters. The first, an introduction, presents the scope of review. The second chapter on system planning and implementation covers the placement and structure of the discrimination complaint system and determining financial and personnel resources. Chapter 3 discusses the fairness and impartiality of discrimination complaint systems; essentially, complainants are generally apprised of and afforded their rights, agencies are not consistent in rejecting or canceling complaints, and there is a need to preclude misuse of the complaint system. Focus of the fourth chapter is on the resolution of complaints; discussed are the need for improved data or alternate procedures for assessing informal resolution, the basis for and causes of informal and formal complaints, and corrective actions of formal complaints. Chapter 5 on timeliness of complaint processing discusses processing time, factors affecting the processing of formal complaints, and action taken by the Civil Service Commission (CSC). The sixth chapter covers program reviews and evaluation, while the last briefly discusses the need for improved CSC procedure for handling third-party complaints and the need for uniformity in equal employment opportunity laws. (EM)

ED 156 892 CE 017 252

Problems with Federal Equal Employment Opportunity Guidelines on Employee Selection Procedures Need to Be Resolved. Report to the Congress.

Comptroller General of the U.S., Washington, D.C. Report No.—FPCD-77-54

Pub Date—2 Feb 78

Note—74p.; For related documents see CE 017 248 and CE 017 251

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—*Employment Programs, *Equal Opportunities (Jobs), Federal Legislation, Federal Regulation, Government Publications, *Guidelines, Minority Groups, *Personnel Selection, Program Development

Identifiers—Equal Employment Opportunity Act 1972, United States

This report for Congress discusses the problems involved in developing, putting into practice, and complying with federal equal employment opportunity (EEO) guidelines on employee selection and makes some recommendations. It also discusses other factors which influence the concept of equal employment opportunity and how the concept can

be realized in employee selection. The content of this report is in four chapters. The introductory chapter discusses testing for employee selection, the Civil Rights Act, and judicial decisions in testing cases. Chapter 2, focusing on establishing uniform guidelines on employee selection procedures, covers the need for uniform guidelines, the actions of the EEO Coordinating Council (EEOC) toward establishing guidelines (includes major differences between EEOC and Federal Executive Agency [FEA] guidelines), the effects of inconsistent guidelines, and reasons for delay in adopting guidelines. The third chapter discusses other problems in regulating employee selection to achieve EEO, including requirements difficult to understand, how lack of resources hampers compliance, problems with multiagency standards, overemphasis on selection, and professional concerns about federal guidelines. The last chapter briefly summarizes the scope of this report's review. The appendix contains a glossary, professional testing standards and terms, other EEO laws and executive orders, a list of reports on the EEO Act of 1972, areas in which EEOC and FEA guidelines agree, organizations and individuals contacted, and several letters. (EM)

ED 156 893 CE 017 253

Jezierski, Kathleen, Ed.

Resources in Vocational Education. 1977. Volume 10. Number 4.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—77

Contract—300-75-0141

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Abstracts, Curriculum Development, Educational Research, *Educational Resources, Federal Legislation, Indexes (Locaters), Information Sources, Instructional Materials, *Research Projects, Research Reviews (Publications), Resource Guides, Technical Education, *Vocational Education

Identifiers—United States, Vocational Education Amendments 1968

This index of vocational educational resources, intended for researchers, curriculum specialists, teachers, administrators, and students, contains abstracts of research, instructional and other materials, and funded proposals in vocational and technical education. The content is divided into three sections. First, document resumes, ordered numerically by ED number, are presented, and each one includes title, author, sponsoring agency, publication date, pages, availability from ERIC Document Reproduction Services (EDRS), cost, ERIC descriptors and identifiers, and abstract. Then follows a section of three indexes in which the documents are arranged alphabetically under subject, author, and institution. The last section contains resumes of ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968. These project resumes, arranged alphabetically by state and by title within each state, include title, principal investigator, recipient institution, project start and end dates, supporting agency, contract and/or control number, and project summary. A list of curriculum coordination centers and resource coordinating units is attached. (EM)

ED 156 894 CE 017 254

Jezierski, Kathleen, Ed.

Resources in Vocational Education. 1978. Volume 11. Number 2.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—78

Contract—300-78-0032

Note—92p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Abstracts, Curriculum Development, Educational Research, *Educational Resources, Federal Legislation, Indexes (Locaters), Information Sources, Instructional Materials, *Research Projects, Research Reviews (Publications), Resource Guides, Technical Education, *Vocational Education

Identifiers—United States, Vocational Education Amendments 1968

This index of vocational educational resources, intended for researchers, curriculum specialists, teachers, administrators, and students, contains abstracts of research, instructional and other materials, and funded proposals in vocational and technical education. The content is divided into three sections. First, document resumes, ordered numerically by ED number, are presented, and each one includes title, author, sponsoring agency, publication date, pages, availability from ERIC Document Reproduction Services (EDRS), cost, ERIC descriptors and identifiers, and abstract. Then follows a section of three indexes in which the documents are arranged alphabetically under subject, author, and institution. The last section contains resumes of ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968. These project resumes, arranged alphabetically by state and by title within each state, include title, principal investigator, recipient institution, project start and end dates, supporting agency, contract and/or control number, and project summary. A list of curriculum coordination centers and resource coordinating units is attached. (EM)

ED 156 895 CE 017 255

Jezierski, Kathleen, Ed.

Resources in Vocational Education. 1978. Volume 11. Number 3.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—78

Contract—300-78-0032

Note—101p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—*Abstracts, Curriculum Development, Educational Research, *Educational Resources, Federal Legislation, Indexes (Locaters), Information Sources, Instructional Materials, *Research Projects, Research Reviews (Publications), Resource Guides, Technical Education, *Vocational Education

Identifiers—United States, Vocational Education Amendments 1968

This index of vocational educational resources, intended for researchers, curriculum specialists, teachers, administrators, and students, contains abstracts of research, instructional and other materials, and funded proposals in vocational and technical education. The content is divided into three sections. First, document resumes, ordered numerically by ED number, are presented, and each one includes title, author, sponsoring agency, publication date, pages, availability from ERIC Document Reproduction Services (EDRS), cost, ERIC descriptors and identifiers, and abstract. Then follows a section of three indexes, in which the documents are organized alphabetically under subject, author, and institution. The last section contains resumes of ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968. These project resumes, arranged alphabetically by state and by title within each state, include title, principal investigator, recipient institution, project start and end dates, supporting agency, contract and/or control number, and project summary. A list of curriculum coordination centers and resource coordinating units is attached. (EM)

ED 156 896

CE 017 261

A Career Education Articulation Model, K-14. Exemplary Project. Final Report.

Iowa Central Community College, Fort Dodge.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date—[78]

Note—53p.; Document not available in hard copy due to small type and poor print quality

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Articulation (Program), *Career Education, Demonstration Projects, *Educational Assessment, Elementary Secondary Education, Guides, Models, Pilot Projects, Post Secondary Education, Program Descriptions, Program Development, Program Evaluation

Identifiers—Iowa, *Monitoring Process Design, MPD

This final report contains materials and forms developed for the Iowa Career Education Articulation Model (K-14). Project goals were to design and pilot a career education inventory system to determine the impact of career education upon the students, to design a monitoring process system to assess the status of career education activities, to conduct guidance followup, and to produce an articulation guide. Charts detail project staff activities and products. Appendixes include the Monitoring Process Design (MPD) form, results of career education inventories, external evaluation report, project extension request, and bibliography. The MPD system was designed for assessing career education activities by grade level and teacher in a local school system. Pilot run of the MPD indicates that teachers can monitor their career education activities. The articulation guide (published separately), the inventories, and the MPD have been disseminated to every area community and parochial school. Additional work is needed to complete the guidance followup activity. (MF)

ED 156 897

CE 017 275

Faust, John R.

AAIVE Project. Alternative Approaches to Individualization in Vocational Education. Final Report.

Keene State Coll., N.H. Vocational Curriculum Research Office.

Spons Agency—New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord; Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 78

Contract—G007603809

Note—75p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Administrator Attitudes, Demonstration Programs, Guidelines, *Individualized Instruction, *Program Attitudes, *Program Evaluation, *Program Improvement, *Program Planning, Secondary Education, Student Attitudes, Teacher Attitudes, *Vocational Education

A project was conducted to (1) determine the potential for serving more and a greater variety of students in New Hampshire's secondary vocational centers through individualized instruction techniques, (2) clarify associated terminology and concepts, (3) study teacher, student, and administrator attitudes towards individualized instruction, and (4) produce a guide to individualizing instruction. Six model sites were selected and aided to organize and strengthen their individualized delivery systems via on-site visitations, instructor contracts, instructional materials, support, and consultations with project staff. An identification system which allows the user to determine the current level of individualizing was employed and validated. A handbook on individualized instruction (including the identification system) was developed. Trained teachers and model sites were used to assist and demonstrate the

feasibility of alternative individualized instructional approaches. Clarification of terminology was accomplished, and the handbook and identification system were considered useful instruments in establishing or improving vocational individualized instruction. Data relating to serving more and an increased variety of students was not conclusive. (The third-party evaluation report is also included in this document.) (Author/BM)

ED 156 898 CE 017 276
PROJECT L.A.V.A. Linking A Vocational Area.
Vocational Area #11.

Spons Agency—New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord; Office of Education (DHEW), Washington, D.C.

Pub Date—May 78

Note—15p; The twenty vocational centers were established by the New Hampshire State Board of Education

EDRS Price MF-00.83 HC-\$1.67 Plus Postage.

Descriptors—Administrator Guides, Area Vocational Schools, *Career Education, Cooperative Planning, Demonstration Programs, Elementary Secondary Education, Information Centers, Information Dissemination, *Information Networks, *Models, *Regional Cooperation, Regional Programs, Statewide Planning, Systems Development

Identifiers—New Hampshire

The project reported here was done to establish a model for disseminating career education information throughout a regional vocational area to link the area schools and staff. This booklet's content (includes several illustrations) briefly covers what was done, how it was done (workshops, resources, and mini-grants), the results (career education resource center, mini-grants, and workshops), what contributed to the successes, key points to remember, things that would be done differently, types of expenses to be anticipated, conclusions, a checklist of possible activities in initiating an area-wide dissemination model, and persons to contact for additional information. (EM)

ED 156 900 CE 017 279

Study of the Economic and Rehabilitative Aspects of Prison Industry. Technical Tasks and Results. National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date—Jun 78

Contract—J-LEAA-033-75

Note—470p; Not available in hard copy due to reproducibility problems; For a related document see CE 017 288; Project contract was awarded to Econ Inc.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00691-4)

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Attitudes, *Correctional Rehabilitation, Corrective Institutions, Cost Effectiveness, Demonstration Projects, Economic Research, Feasibility Studies, Industrial Training, Information Systems, Job Skills, *Prisoners, *Program Evaluation, Recidivism, Rehabilitation Programs, *Trade and Industrial Education, Training Objectives, Work Attitudes

Identifiers—*Connecticut

This volume analyzes existing and proposed correctional industries in Connecticut. First, the results of a survey made to determine the potential inmate work force for prison industry are presented as inmate profiles, descriptions of inmate and supervisor attitudes, and analyses of parolees' employment and recidivism rates. In part 2, four industries (print shop, dental laboratory, typewriter repair, and furniture upholstery) already operating at the Somers Correctional Institution are studied by means of job market and sales market surveys, and, for each shop,

a review of marketing and manpower scheduling and a profit analysis. Then, of six new industries (microfilming, metal products, musical instrument repair, bakery products, data processing, and solar energy products) proposed for Somers, the first four are found to be suitable based on job market forecasts, profitability, and financial and manpower resources at the prison. Part 4 evaluates Connecticut's offender-based information system and makes recommendations for its improvement. The final section specifies the three dimensions (institutional operations, prison industry operations, and inmate postrelease outcome) upon which the evaluation of the Free Venture Model Prison Industry Program (described in CE 017 288) will be based. Appendixes include (1) copies of the inmate questionnaire, the inmate profile data sheet, monthly follow-up instrument, employer questionnaire, and forms for parolees' evaluation of prison industries; (2) a description of the cost elements of the criminal justice process; and (3) the industry production analysis package for Somers. (Author/ELG)

ED 156 901 CE 017 280

North, David S.

Seven Years Later: The Experiences of the 1970 Cohort of Immigrants in the U.S. Labor Market. Linton and Co., Washington, D.C. TransCentury Corp., Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—15 Jun 78

Contract—DL-20-11-74-21

Note—192p; Not available in hard copy because of poor reproducibility

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-00.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cohort Analysis, Comparative Analysis, *Demography, *Employment Experience, Employment Patterns, *Employment Problems, Ethnic Groups, Federal Legislation, Followup Studies, Geographic Distribution, *Immigrants, *Labor Market, Manpower Utilization, Motivation, Occupational Mobility, Occupational Surveys, Political Attitudes, Public Policy, Salary Differentials, Sex Differences, Statistical Data, *Wages

Identifiers—United States

As a followup to an earlier study, this report examines the numbers, motivations, characteristics, and labor market behavior of legal immigrants to the United States. The data used is from published and unpublished government statistics, a survey of 5,000 1970 immigrants, and interviews with 254 of the 1970 cohort. The first three chapters provide the historical, demographic, and legislative background for the 400,000 immigrants that arrive on the average annually. Chapters 4 and 5 focus on the 1970 cohort of immigrants, discussing their earnings, personal characteristics, motivation for immigration, and labor market experiences. Whenever possible, comparisons are drawn between the 1970 immigrants and other groups of immigrants as well as between the general population and the immigrants. It is reported that (1) although most immigrants come to the U.S. for economic reasons, the majority are admitted for familial, not labor-related, reasons; (2) their demographic profile closely resembles the general population in age mix, educational level, and marital status; (3) their earnings increase in the U.S., and they work fewer hours; (4) female immigrants quickly earn as much as their peers while the males more slowly approach equity; and (5) substantial occupational change occurs for the immigrants, much of which is downward. The report concludes with recommendations for legislation to aid immigrants in the labor market and to change U.S. immigration policies. (ELG)

ED 156 902 CE 017 288

Analysis of Prison Industries and Recommendations for Change. Study of the Economic and Rehabilitative Aspects of Prison Industry. National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date—Jun 78

Contract—J-LEAA-033-75

Note—174p; A few of the pages may not reproduce well because of faint, broken type; Project was done under LEAA contract to Econ Inc.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00690-6)

EDRS Price MF-00.83 HC-\$8.69 Plus Postage.

Descriptors—Change Strategies, *Correctional Rehabilitation, Corrective Institutions, Cost Effectiveness, *Demonstration Projects, Economic Research, *Industrial Training, Industry, Job Skills, Manpower Utilization, Models, *Prisoners, *Rehabilitation Programs, State Legislation, State Programs, Trade and Industrial Education, Training Objectives, Wages, Work Environment

Identifiers—*Connecticut

This volume presents a study undertaken in Connecticut to identify short-term and long-term strategies for changing prison industries into self-supporting labor systems while simultaneously promoting the rehabilitation of prison inmates. Individual tasks performed as part of the study include a job market survey, an inmate manpower survey, and a product/service sales analysis. Product and labor supply and demand, correctional policies, and legal constraints are discussed. A new concept in prison industries, the Free Venture Model, is proposed, which would (1) create a realistic work environment for inmates; (2) provide partial reimbursement to the state for costs of custody; (3) allow for restitution payments to victims; (4) gradually prepare inmates for release into the community; (5) give prison industry financial incentives for successful reintegration of offenders into the community; and (6) create self-supporting or even profit-making business operations. The relationship between the Free Venture program and other components of the correctional institution is described, and an implementation strategy is proposed. Opportunities for short-term changes, such as establishing a number of Free Venture industry shops and developing a marketing program, are discussed. Recommendations are then offered for long-term changes, involving such items as program growth decisions and legislative changes. (Author/ELG)

ED 156 905 CE 017 292

The Handbook: A Vocational Education Legislative Reference. Federal Laws and Regulations Affecting Vocational Education.

Mariscal and Co., Los Angeles, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Jan 78

Note—610p.

EDRS Price MF-\$1.16 HC-\$3.81 Plus Postage.

Descriptors—Civil Rights Legislation, *Educational Legislation, *Educational Policy, Educational Programs, *Federal Legislation, Federal Programs, Federal Regulation, Federal State Relationship, *Government School Relationship, Guides, Handicapped, Policy Formation, Rehabilitation, *Vocational Education

Identifiers—United States, *Vocational Education Act 1963

To assist administrators, researchers, and evaluators in better understanding and implementing the Vocational Education Act of 1963, this booklet brings together the provisions of the Act, the regulations, selected provisions from related laws, significant policy, and statements based on public hearings issues. Its format of columns that clearly indicate legislation, rules, and regulations, their citation numbers, and "see also" references to other parts of

the text is designed for quick and comprehensive reference use. The other legislation besides the Vocational Education Act includes the following: General Education Provisions Act, Education of the Handicapped Act, Comprehensive Employment and Training Act of 1973, Civil Rights Act of 1964 Title VI, Rehabilitation Act of 1973 Title V, and Education Amendments of 1972 Title IX. Five appendixes are included dealing with the regulations of the Vocational Education Act: (1) the preamble to the final regulations, giving their effective date and rule-making history; (2) critical policy issues raised by their enactment; (3) notice of intent to issue regulations pursuant to the Act; (4) specific questions and answers on the implementation of the Act; and (5) comments and suggestions on the proposed rules, followed by responses indicating reasons for acceptance or rejection of the recommendations. (ELG)

ED 156 906

CE 017 320

McCaslin, Barbara S. And Others

The Women Entrepreneurs Project. Final Report. California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jan 78

Contract—6007603800

Note—168p.; For related documents see CE 017 321-322

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—*Business Administration, Business Education, Business Skills, *Curriculum Development, *Curriculum Evaluation, *Females, Learning Modules, *Management Development, State Surveys, Teaching Guides

Identifiers—California

Business ownership training materials appropriate for use in vocational education settings with women clients were developed and tested. A survey of California women business owners was made to identify the characteristics and needs of women entrepreneurs. A series of eight self-paced, student-centered Learning Activities Packages (LAPs) was then developed which takes the learner step by step through the process of preparing a business plan. An Instructor's Guide was developed to provide instructors with explicit information needed to successfully teach a course using these eight LAPs. A pilot workshop was conducted with eight women to test the curriculum materials. The materials and the workshop format were evaluated by the workshop participants and the guest experts. Based on their input and the Advisory Committee's suggestions, the instructional materials were revised and tested in a final workshop involving forty-six participants. A third-party evaluation of the project indicates that the curriculum materials and program design are effective in meeting the objectives of the project. (The appendix, comprising one-half of this report, includes workshop materials, such as assessment and evaluation forms, publicity announcements and agendas, and the California women business owners survey questionnaire and frequency distribution. The eight LAPs and the Instructor's Guide are contained in two related documents—CE 017 321-322.) (EM)

ED 156 907

CE 017 321

McNamara, Patricia P.

How to Start Your Own Business. [Women Entrepreneurs Project.] Instructor's Guide.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jan 78

Contract—6007603800

Note—93p.; For related documents see CE 017 320-322

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—*Business Administration, Business Education, Business Skills, *Class Activities, Educational Resources, *Females, *Learning Activities, Learning Modules, *Management Development, Teaching Guides

Identifiers—California

This guide was developed to help instructors teach the course for women entrepreneurs as presented in the text, "How to Start Your Own Business." (This small business management course, a product of the California Women Entrepreneurs Project, and the final project report are contained in two related documents—CE 017 320 and 322.) The content is divided into two parts. The first provides a general introduction to and overview of the course and includes the history of the course and its design, sponsorship, curricular placement, length, class schedule, and texts; prerequisite skills and role of the instructor; and anticipated student clientele (includes a student information form). It then presents information and guidelines regarding publicity, guest speakers, and resource development, including samples of press releases, letters to guest speakers, and a sample resource list. Finally, part 1 discusses small group exercises and course evaluation, including a rating form. Part 2 reviews the ten class sessions, and each review includes the rationale for and purposes of the session, an agenda (includes review of assignment, small group exercise(s), guest speaker presentation(s), and wrap-up), and, when appropriate, lists of supplemental information sources and reading references. (EM)

ED 156 908

CE 017 322

McCaslin, Barbara S. McNamara, Patricia P.

How to Start Your Own Business. Women Entrepreneurs Project. Instructional Materials.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 77

Contract—6007603800

Note—250p.; Some pages in this document may not reproduce well because of being printed on colored paper; For related documents see CE 017 320-321

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—*Behavioral Objectives, *Business Administration, Business Education, Business Skills, Educational Resources, *Females, Individualized Programs, Instructional Materials, *Learning Activities, Learning Modules, *Management Development, Worksheets

Identifiers—California, *Small Businesses

This text consisting of eight learning activities packages (LAPs) was developed during the California Women Entrepreneurs Project for use in a course designed to help women entrepreneurs learn how to start their own small business. The LAPs included here are self-paced, student-centered modules which take the learner step by step through the process of preparing a business plan. (The final project report and instructor's guide are contained in two related documents—CE 017 320-321.) Each LAP includes a rationale statement, behavioral objectives, homework learning activities, a list of optional reading materials, fact sheets containing basic content, and worksheets. The titles of the eight LAPs are as follows: Small Business Ownership/Introduction; Marketing Research; Marketing Plan; Setting Up Your Business/Start-Up Decisions and Choices; Financial Planning; Financing; Operations/Running Your Business; and Putting It All Together/Planning Your Business. (EM)

ED 156 909

CE 017 324

Hamby, Jeanette And Others

A Comparison Study of the Benefits of Secondary and Postsecondary Vocational Education.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Montana State Office of the Superintendent of Public Instruction, Helena; Office of Education (DHEW), Washington, D.C.

Pub Date—Jan 78

Contract—GOO-76-04307

Note—102p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Comparative Analysis, *Educational Benefits, Employee Attitudes, Employer Attitudes, *Graduate Surveys, Job Satisfaction, Locus of Control, Post Secondary Education, Questionnaires, Secondary Education, *Vocational Education, *Vocational Followup

Identifiers—Montana

Designed to research and document whether monies spent on vocational training produce benefits for the recipients, this study involved a population of 857 Montana high school graduates of the classes of 1970 and 1971 who were between twenty-three and twenty-five years old at the time of the survey and who had been employed in Montana during at least a two-year period since their graduation. Their education/training divided them into three groups: (1) postsecondary vocational (PSV), (2) secondary vocational (SV), and (3) academic/general (AG). The focuses of the study were (1) graduates' perceptions of their training, (2) employers' perceptions of graduates' training, and (3) comparisons of graduates' perceptions of quality of life. Each of the three focuses was assigned variables to accumulate data for comparative analyses, the data being collected through telephone interviews, employer surveys, and mailout questionnaires. The data analyses showed that PSV graduates more than SV or AG graduates were satisfied with their vocational training, possessed attitudinal qualities employers seek in their employees, had a tendency toward feelings of depression, etc. Both PSV graduates and SV graduates appeared characterized by low esteem for academic programs and attaining higher incomes than AGs during the first five years following graduation, whereas AGs had higher esteem for academic programs and had more reliance on internal control of self. (Appended are the study instruments and documentation of study findings.) (VB)

ED 156 910

CE 017 325

A Research Proposal to Develop and Mediate 72 Modules of Individualized Instructional Materials in Four Occupational Areas, and to Develop the Capacity to Reproduce and Distribute Mediated Instructional Materials to Other Educational Institutions. Final Report.

State Fair Community Coll., Sedalia, Mo.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—Mar 78

Contract—GOO760-3911

Note—124p.; A workshop report (Appendix G) may not reproduce well due to poor print quality, and sample brochures (Appendix I) may not reproduce well due to being printed on colored paper

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Agribusiness, Business Education, *Curriculum Development, Health Occupations, *Information Dissemination, Inservice Teacher Education, *Instructional Materials, *Learning Modules, Media Selection, Office Occupations Education, Post Secondary Education, Research Proposals, State Programs, *Vocational Education, Welding, Workshops

Identifiers—*Missouri (State Fair Community College)

The vocational-technical staff at State Fair Com-

munity College conducted a curriculum research project in which twenty-one previously developed modules were revised and updated and seventy-two new modules of individualized mediated instructional materials were developed in the occupational areas of (1) agribusiness, (2) business and office occupations, (3) health occupations, and (4) trade and industrial welding. These modules were not only applicable to postsecondary education, but were also adaptable to secondary youth and special needs programs for disadvantaged and handicapped individuals. Modules developed were identified and later reviewed by advisory committees and state department of education program officers. Instructors developed a student packet, instructor's guide, and script for the modules. Slide/tape presentations or videotapes for the modules were developed by media specialists. A two-day inservice curriculum workshop was held to improve instructors' curriculum development competencies. A media production and distribution center established at State Fair Community College in 1975 was reorganized and expanded. Displays of modules available were set up at state vocational association meetings and brochures were mailed to instructors. From July 1, 1976, through December 30, 1977, approximately 537 modules were distributed to ninety educational institutions, including schools outside Missouri. (Author)

ED 156 912

CE 017 342

Kauuffman, Dottie L. Walsh, Gene

Youth in Force in the Labor Force.

Alaska State Dept. of Community and Regional Affairs, Juneau. Div. of Manpower.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—[78]

Contract—02-8-001-48 (YETP)

Note—113p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Alaska Natives, American Indians, Blacks, Career Awareness, *Community Characteristics, Community Resources, Data Analysis, Demonstration Programs, Dropout Rate, Dropouts, *Employment Problems, Job Placement, Needs Assessment, *Occupational Guidance, Out of School Youth, Population Distribution, Program Planning, Social Discrimination, Youth, *Youth Opportunities, *Youth Problems, *Youth Programs

Identifiers—*Alaska

Five Alaskan communities, Ketchikan, Palmer, McGrath, Dillingham, and Kotzebue, were selected as demonstration sites for the Balance of State (BOS) Youth Employment Training Program (YETP), which addressed in-school and out-of-school youth through assessment, career guidance, work-study, and out-of-school programs. An analysis of need showed that according to 1976 population estimates youth between the ages of fourteen and twenty-one number 36,940 in the BOS area, that data is lacking on high school dropouts age fourteen to twenty-one and on the annual number dropping out from high schools, and that juveniles were arrested for 65% of the burglaries, 56% of larceny thefts, 65% of vandalism, and 52% of liquor law violations. Barriers to employment were seasonality of many jobs, lack of fluency in English, inadequacy of transportation facilities in rural areas, alcoholism, personal problems, resistance to cultural change, employer prejudice, etc. (The five Alaskan target communities are analyzed separately according to needs resources and population; also, tables are included, after which goals and resultant objectives are listed [e.g., Goal: The student drop out, retention, and GED enrollment rates within the target areas will be affected significantly as a result of the YETP effort; Objective: At least 15% of the identified population will secure GED equivalency in the first nine months of program operation].) (VB)

ED 156 913

CE 017 348

Management Training Programs of Women and Minorities. Survey. Increasing Participation of Women and Minorities in Education R&D.

Research for Better Schools, Inc., Philadelphia, Pa. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Mar 78

Contract—NIE-G-77-0030

Note—198p.; Not available in hard copy due to reproducibility problems

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Needs, *Educational Programs, *Females, Inservice Education, *Management Development, *Management Education, *Minority Groups, Needs Assessment, Racial Discrimination, Seminars, Sex Discrimination, Surveys, Training, Womens Education, Workshops

Identifiers—United States

Based on the assumption that educational research and development (R&D) requires the same technical managerial skills as any other business organization, this survey examined fifty management training programs for women and/or minorities in eighteen business, academic, and industrial settings. Information gathered on courses, workshops, and seminars especially designed for women and/or minorities is compiled by institution in Appendix A. The subjects of these programs are then divided into twenty-four categories in Appendix B, and three participant levels (interested, entry-level, and established) are indicated; this format is used to highlight the areas of need as well as the available sources. It was concluded that (1) management training programs rarely address the needs of women and/or minorities; (2) courses directed toward female managers are usually aimed at entry-level positions; (3) vital topics, such as finance and budgeting, professional development, power and management, managing time, and assertiveness training, are neglected in these programs; and (4) in general, management is a new and experimental field for women and minorities. (ELG)

ED 156 914

CE 017 358

Chambers, Letitia

The Challenge of Youth Employment in Urban Areas.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Pub Date—17 Apr 78

Note—14p.; Paper presented at the 1978 National Leadership Conference for Administrators of Vocational Education in Large Cities (Columbus, Ohio, April 16-20, 1978); Some tables in this document may not reproduce well due to small print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Demography, Economic Factors, Educational Needs, Employment Level, Employment Opportunities, Employment Patterns, *Employment Problems, *Employment Statistics, Federal Legislation, Federal Programs, Labor Market, Labor Turnover, Manpower Utilization, Minimum Wage, Racial Differences, Rural Urban Differences, *Unemployment, Urban Youth, Vocational Education, Work Experience, *Youth Employment, *Youth Problems

Identifiers—United States

Over 3,000,000 youths aged 16-24 fell into the category of unemployed or persons who are discouraged and no longer actively seeking work. This number accounts for more than half of the unemployment in the U.S. and represents a personal tragedy for the youths as well as a considerable loss of productivity for society while adding a drain on its resources. Although the problem is widespread throughout the country, it is greatest in urban areas and affects blacks at a higher rate than whites. Youths suffer from such severe joblessness because (1) they are new entrants to the labor market and

lack experience and seniority; (2) their proportion in the total population has risen since the late 1950's; (3) they lack adequate training and job skills; (4) they encounter discrimination against their age and, if non-white, against their race as well; (5) the work they often can obtain is the lowest on the job scale; and (6) the increase in the minimum wage adversely affects their employment. To alleviate this situation, Congress enacted the Youth Employment and Training Act in 1977 as an amendment to the Comprehensive Employment and Training Act (CETA). The role of vocational education was not considered in this legislative action and needs to be defined. (Statistical tables are included in both the text and appendix.) (ELG)

ED 156 915

CE 017 366

Marshall, Lila

The Role of Career Education in Desegregating Schools in Large Cities.

Pub Date—Apr 78

Note—17p.; Paper presented at the 1978 National Leadership Conference for Administrators of Vocational Education in Large Cities (Columbus, Ohio, April 16-20, 1978)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Anglo Americans, Black Students, *Career Education, Educational Innovation, Enrollment, Mexican Americans, Problems, *Racial Integration, *School Community Relationship, *School Planning, *School Role, Secondary Education

Identifiers—*Texas (Dallas)

A desegregation plan ordered for the Dallas [Texas] Independent School District (DISD) included voluntary desegregation on the high school level through the use of career education in "magnet schools" (MS) (those that attract students by offering special career, vocational, or other programs). The plan, drawn up by a task force of Blacks, Mexican-Americans, and Whites, included (1) seven MSs to be located within a two-mile radius of the central business district, (2) implementation by academic year 1979-1980, (3) MSs (high schools only) to be open on a voluntary basis, (4) ethnic ratio equal to the ratio of the 9-12 student population of the DISD as a whole, plus or minus 10%, (5) encouragement of partnerships and working relationships between institutions of higher learning and the business and cultural communities and the MS, (6) a minimum enrollment of 500 students for each MS, and (7) extensive integration through busing the 4-8 grade level (17,000 students). Ten million dollars of a bond issue were earmarked for the magnet school program. During the first year, more than 4,100 students attended four new magnet high schools; and during the second year, 6,000 students attended them. (A goal of 7,000 has been set.) Conclusions drawn were that students were enthusiastic about the career education approach to school, that previous experience with the Skyline Career Development school, a type of magnet school in the DISD, facilitated the plan and that reading and comprehension scores improved, some dramatically. Problems encountered were minimal parental involvement and difficulty in attracting enough whites to the schools. (VB)

ED 156 916

CE 017 376

Ewason, Jill S. O'Neil, Mary L.

Current Perspectives on the Role of Career Education in Combating Occupational Sex-Role Stereotyping.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 78

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Career Choice, *Career Education, Career Exploration, *Change Strategies, Changing Attitudes, Community Programs, Inservice

Teacher Education, Instructional Materials, Literature Reviews, Needs Assessment, Occupational Aspiration, Occupational Guidance, Program Evaluation, Resource Centers, Secondary Education, Sex Differences, Sex Discrimination, *Sex Role, *Sex Stereotypes, *Vocational Counseling

A study was conducted to determine the extent to which student needs for nonsexist career guidance and education are met by existing and developing career education strategies at the secondary school level and to propose areas for further development. Through a literature search and the examination of teachers, counselors, and students, a set of needs was identified and organized into three categories: knowledge about occupational sex-role stereotyping and career decision-making; non-sexist attitudes; and behavior or activity to reduce stereotyping and broaden career choice. From the little information available on strategies designed to deal with this problem, it was determined that most strategies concentrate on the knowledge and attitude needs. Factors that contribute to effective strategies were found to include the following: in-service training for school staff; use of content material based on the students' experiences; early intervention; and follow-up support for students. Since career education can play a vital part in reducing sex-role stereotyping, this report recommends that it focus on the above four factors as well as on (1) activities that increase young women's career motivation and help them plan realistically for the future; (2) resource centers for school personnel for non-sexist career education and curricula materials; (3) evaluation studies; and (4) community-based programs and activities that aid students in increasing career awareness. (Author/ELG)

ED 156 917

CE 017 388

Lebowitz, Ann, Ed.

A Study of the Participation of Women in the Health Care Industry Labor Force. Executive Summary.

Radcliffe Inst., Cambridge, Mass.

Spons Agency—Health Resources Administration (DHEW/PHS), Rockville, Md. Office of Health Resources Opportunity.

Report No.—HRA-77-644

Pub Date—Jun 77

Contract—HRA-106-74-166

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—*Career Choice, Employer Employee Relationship, *Employment Patterns, Employment Problems, Family Life, Federal Legislation, Fringe Benefits, Guidance Counseling, *Health Occupations, *Health Personnel, *Job Satisfaction, *Occupational Choice, Occupational Guidance, Parent Attitudes, Pregnancy, Promotion (Occupational), Sex Discrimination, Socioeconomic Influences, Working Hours, *Working Women

A study was conducted to explore the relationship between socioeconomic and personal circumstances of women in health occupations and their labor market behavior. Using a conceptual framework (the Life Patterning Process), discussions were held in six states with a total of 279 women representing five health occupations: registered nurses, licensed practical nurses, dentists, dental hygienists, and health care administrators. The discussions centered on the interrelationships of childhood socioeconomic status, marriage, childbearing, career development, and job satisfaction. Additionally, employment benefits provided by hospitals, nursing homes, and dental group practices were studied. Major conclusions and recommendations include the following: (1) women in health occupations are increasingly combining a career with marriage and a family, a pattern which differs markedly from prevailing social norms; (2) job benefits must be redesigned to meet the needs of working women and to include those engaged in part-time work; (3) the

most critical factors in initial career choice are the attitudes of parents and guidance counselors; (4) flexible scheduling should be considered for jobs in the health fields; (5) career advancement projects should be undertaken by single or related health care institutions; and (6) national legislation on health manpower, cost control, and occupational health and safety should be studied by groups representative of women's interests. (ELG)

ED 156 918

CE 017 401

Armstrong, Ivan J.

Auto Mechanics, Volume I. Instructional Units. Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—[78]

Note—905p.; For a related document see CE 017 402

Available from—State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074 (Teacher, \$15.00; student, \$8.50; invoiced)

EDRS Price MF-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiovisual Aids, *Auto Mechanics, Criterion Referenced Tests, Curriculum Guides, Engines, *Job Skills, Learning Activities, Learning Modules, Measurement Instruments, *Mechanical Skills, *Motor Vehicles, Objectives, Performance Based Education, Safety, *Trade and Industrial Education

To assist teachers and students in understanding the latest concepts and functions of the automobile, this curriculum guide treats both the skills and knowledge necessary for auto mechanics. Developed by an advisory committee of instructors and mechanics in the industry, this manual consists of the following five sections: orientation and safety; measuring units and rules; engines and their systems; suspension; and brakes. Each section contains several instructional units which are organized into eight parts: (1) student behavioral objectives, which state the goals of the course; (2) suggested activities, outlining steps for both students and instructors to accomplish specific objectives; (3) information sheets, which provide the content necessary to meet the knowledge objectives of the unit; (4) transparency masters; (5) job sheets, which outline the skills being taught; (6) assignment sheets for homework or classroom use (answer sheets are also included); (7) paper-pencil and performance tests constructed to measure student achievement of each objective; and (8) test answers. (ELG)

ED 156 919

CE 017 402

Armstrong, Ivan J.

Auto Mechanics, Volume II. Instructional Units. Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—78

Note—937p.; For a related document see CE 017 401

Available from—State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

EDRS Price MF-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—Air Conditioning, Audiovisual Aids, *Auto Mechanics, Criterion Referenced Tests, Curriculum Guides, Electrical Systems, Engines, Heating, *Job Skills, Learning Activities, Learning Modules, *Mechanical Skills, *Motor Vehicles, Objectives, Performance Based Education, *Trade and Industrial Education

To assist teachers and students in understanding the latest concepts and functions of the automobile, this curriculum guide treats both the skills and knowledge necessary for auto mechanics. Developed by an advisory committee of instructors and

mechanics in the industry, this manual consists of the following four sections: engine rebuilding; electrical systems; drive train; and accessories such as air conditioning and heaters. Each section contains several instructional units which are organized into eight parts: (1) student behavioral objectives, which state the goals of the course; (2) suggested activities, outlining steps for both students and instructors to accomplish specific objectives; (3) information sheets, which provide the content necessary to meet the knowledge objectives of the unit; (4) job sheets which outline the skills being taught; (6) assignment sheets for homework or classroom use (answer sheets are also included); (7) paper-pencil and performance tests constructed to measure student achievement of each objective; and (8) test answers. (ELG)

ED 156 920

CE 017 410

Hendrix, Laborn J. Patton, Bob

Cement Mason's Curriculum. Instructional Units. Associated General Contractors of America, Washington, D.C. Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—75

Note—1,124p.

Available from—Associated General Contractors, 1957 E. Street N.W., Washington, D.C. 20006 (Teacher, \$25.00; Student, \$20.00)

EDRS Price MF-\$2.00 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiovisual Aids, Blueprints, *Building Materials, *Cement Industry, Construction (Process), Criterion Referenced Tests, Curriculum Guides, Equipment, Equipment Maintenance, Job Application, *Job Skills, Learning Activities, Learning Modules, *Masonry, Objectives, Performance Based Education, Road Construction, Safety, *Trade and Industrial Education

Identifiers—*Cement Masonry

To assist cement mason instructors in providing comprehensive instruction to their students, this curriculum guide treats both the skills and information necessary for cement masons in commercial and industrial construction. Ten sections are included, as follow: related information, covering orientation, safety, the history of cement, and applying for a job; concrete materials; tools and equipment; placing concrete; concrete finishes for buildings; concrete finishes for highways; curing and protection; blueprint reading and estimating; surface treatment; and equipment repair. Each section is composed of one or more instructional units organized into eight parts: (1) student behavioral objectives, which state the goals of the course; (2) suggested activities outlining steps for both students and instructors to accomplish specific objectives; (3) information sheets, which provide the content necessary to meet the knowledge objectives of the unit; (4) transparency masters to reinforce the learning process; (5) job sheets, which outline the skills being taught; (6) assignment sheets for homework or classroom use (answer sheets are also included); (7) paper-pencil and performance tests constructed to measure student achievement of each objective; and (8) test answers. (ELG)

ED 156 921

CE 017 421

Smith, Eddie And Others

Vocational Agriculture Education. Agricultural Mechanics.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—77

Note—924p.

Available from—State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074 (Teacher, \$15.00; Student, \$8.00)

EDRS Price MF-\$1.67 Plus Postage. HC Not Available from EDRS.

Descriptors—*Agricultural Education, *Agricultural Engineering, *Agricultural Machinery, Agricultural Safety, Agriculture, Audiovisual Aids, Building Materials, Criterion Referenced Tests, Curriculum Guides, Descriptive Writing, Electricity, Engines, *Job Skills, Learning Activities, Learning Modules, Measurement Instruments, *Mechanical Skills, Objectives, Performance Based Education

To assist teachers in agricultural mechanics in providing comprehensive instruction to their students, this curriculum guide treats both the mechanical skills and knowledge necessary for this specialized area. Six sections are included, as follows: orientation and safety; agricultural mechanics skills; agricultural power and machinery; agricultural electric power and processing; agricultural building; and the farm level and legal land description. Each section is composed of one or more instructional units which are organized into eight parts: (1) student behavioral objectives, which state the goals of the course; (2) suggested activities outlining steps for both students and instructors to accomplish specific objectives; (3) information sheets, which provide the content necessary to meet the knowledge objectives of the unit; (4) transparency masters to reinforce the learning process; (5) job sheets, which outline the skills being taught; (6) assignment sheets for homework or classroom use (answer sheets are also included); (7) paper-pencil and performance tests constructed to measure student achievement of each objective; and (8) test answers. (ELG)

ED 156 922 **CE 017 450**

Turcotte, Raymond J. And Others

Bricklaying Curriculum. Instructional Units.

Associated General Contractors of America, Washington, D.C. Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date—77

Note—788p. Some diagrams are marginally legible due to type size

Available from—Associated General Contractors, 1957 East Street, N.W., Washington, D.C. 20006 (Teacher, \$25.00; Student, \$20.00)

EDRS Price MF-\$1.50 Plus Postage. HC Not Available from EDRS.

Descriptors—Arithmetic, Audiovisual Aids, *Bricklaying, *Building Materials, Cleaning, Construction (Process), Criterion Referenced Tests, Curriculum Guides, Employer Employee Relationship, Equipment, *Job Skills, Learning Activities, Learning Modules, Objectives, Performance Based Education, Problem Solving, Promotion (Occupational), Safety, Shop Curriculum, *Trade and Industrial Education

To assist bricklaying instructors in providing comprehensive instruction to their students, this curriculum guide treats both the skills and information necessary for bricklaying in commercial and industrial construction. Eight instructional units are included, as follows: general orientation; tools and equipment; safety; materials; human relationships and leadership, focusing on characteristics desirable in employees; related information such as basic arithmetic and ratio and proportion problem solving; shop practices; and cleaning, pointing, and caulking. Each unit consists of eight sections: (1) student behavioral objectives, which state the goals of the course; (2) suggested activities, outlining steps for both students and instructors to accomplish specific objectives; (3) information sheets, which provide the content necessary to meet the knowledge objectives of the unit; (4) transparency masters to reinforce the learning process; (5) job sheets, which outline the skills being taught; (6) assignment sheets for homework or classroom use (answer sheets are also included); (7) paper-pencil and performance tests constructed to measure student achievement of each objective; and (8) test

answers. (ELG)

ED 156 923 **CE 017 467**

Mott, Frank L. Moore, Sylvia F.

The Causes of Marital Disruption among Young American Women: An Interdisciplinary Perspective.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—[78]

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Age, Demography, *Divorce, Economic Factors, Educational Background, Family Income, Family Life, *Females, Literature Reviews, Marital Instability, *Marriage, Parent Child Relationship, Pregnancy, *Racial Differences, Rural Urban Differences, Social Influences, Socioeconomic Influences, State Legislation, Welfare, Working Hours, *Young Adults

Using the National Longitudinal Survey of young women aged 14 to 24 in 1968 who were interviewed annually over a five-year period, a study was conducted to examine the relative importance of economic and noneconomic factors in determining the likelihood of marital disruption for young black and white women. A literature review showed that previous research lacked an interdisciplinary approach. The major economic factors examined consisted of the husband's earnings, improvements in financial position, debt accumulation, welfare accessibility, the woman's income, and number of hours worked per week. The demographic and social variables considered were the woman's education, age, duration of marriage, childbearing, growing up in a broken home, and urban/rural residence. Also the ease with which one can obtain a divorce in the state of residence was analyzed. It was found that (1) direct economic factors are less important as determinants of marital breakdown than socioeconomic background and demographic factors; (2) educational attainment, coming from a broken home, age, and duration of marriage are the most influential determinants; (3) racial differences are not significant. Topics for future research on this subject are suggested. (ELG)

ED 156 924 **CE 017 471**

Crawford, Glinda B. And Others

Food Preparation: An Instructional Package with Adaptations for Visually Impaired Individuals.

North Dakota School for the Blind, Grand Forks. North Dakota Univ., Grand Forks.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—144p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—*Cooking Instruction, Curriculum Guides, *Foods Instruction, *Home Economics, Information Sources, Instructional Materials, Junior High School Students, *Mainstreaming, Teaching Techniques, *Visually Handicapped, Worksheets

This instructional package, developed for the home economics teacher of mainstreamed visually impaired students, provides food preparation lesson plans appropriate for the junior high level. First, teacher guidelines are given, including characteristics of the visually impaired, orienting such students to the classroom, orienting class members to the visually impaired, suggestions for effective teaching, and sources of assistance for teachers such as reading materials, organizations, and agencies. Next, the food preparation unit objectives and unit generalizations are given, followed by six lesson plans. The topics of the lessons are kitchen appliances and equipment, kitchen work areas, cleanliness in the kitchen, measuring techniques, practicing cooking skills, and outdoor cooking. Each lesson includes

objectives and generalizations, a pre- and posttest with an answer key, a list of learning activities (i.e. teacher lecture-demonstration, information sheets designed for all students and some especially for the blind, worksheets and worksheet keys, games), additional learning activities, suggested films, books, kits or other resources, and special notes to the teacher for presenting the lesson to the visually impaired students. Concluding the package is a list of addresses for food resource materials (pamphlets, books, cassette tapes, films) and a bibliography on foods and cookbooks with indication whether is available in large type, braille, or record. (This instructional package is one of a series of instructional packages developed as a part of a project titled Development of Home Economics Curriculum for the Visually Impaired.) (JH)

ED 156 925 **CE 017 511**

Auto Parts Workbook.

California State Dept. of Education, Sacramento. Bureau of Industrial Education.

Pub Date—78

Note—134p. Parts may be marginally legible due to type size

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Apprenticeships, *Auto Parts Men, Cataloging, Display Panels, *Distributive Education, Employment Opportunities, *Job Skills, *Merchandising, Study Guides, *Trade and Industrial Education, Training Objectives, Vocabulary, Workbooks

Identifiers—Inventory Control

This workbook is designed to provide the student apprentice in the auto parts trade with up-to-date knowledge and technical skills. The subject matter is organized into six units: (1) scope or background material, and employment opportunities in the field; (2) areas of responsibility, including shipping and filling orders, receiving, stock maintenance, pickup and delivery, the counter, and sales; (3) cataloging systems for factory and jobber-independent parts; (4) inventory and stock control; (5) counter sales, covering parts terminology and how to sell; and (6) displays, their organization and purpose. The separate topics within these units each contain a summary of objectives, study assignments, discussion topics, self-administered tests (answer sheets are not provided), and study guides. (ELG)

ED 156 926 **CE 017 549**

Jobs for You in Indiana.

Indiana Advisory Council on Vocational Education, Indianapolis. Indiana State Employment Security Div., Indianapolis.

Pub Date—78

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—*Employment Opportunities, *Job Market, *Occupational Information, Resource Guides

Identifiers—Indiana

This booklet was developed to provide young people with information about the job opportunities which exist in Indiana. The information is organized separately for fourteen regions of the state. The content for each region includes where the jobs are, the kinds of available work, what workers do in the various job situations, who the employers are, a list of occupations with high potential of job opportunities, a list of additional occupations with potential job opportunities, and the addresses and telephone numbers of several state employment offices. (EM)

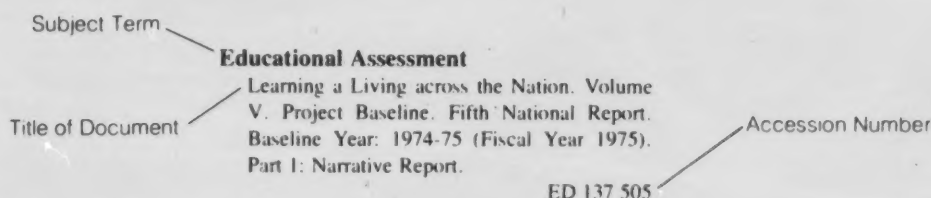
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Mortality Experience of the AFL-CIO United Brotherhood of Carpenters and Joiners of America, 1969-1970 and 1972-1973. Technical Report.

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Manpower Goals Planning and Accountability. Research Report 34.

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Computing Balance Column Amount in Ledger Accounts. Student Manual and Instructor's Manual.

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Full Time Equivalent (FTE) and Definitions for Postsecondary Vocational Education and Adult Vocational Education.

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Adult Needs Assessment in Oklahoma.

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A Follow-Up Study of the Development and Implementation of an In-Service Training Dealing with the Use of Advisory Committees in Michigan's Vocational Education Programs.

ED 156 845

Affirmative Action

Problems in the Federal Employee Equal Employment Opportunity Program Need to Be Resolved. U.S. Civil Service Commission and Other Federal Agencies. Report to the Congress.

ED 156 890

Agribusiness

Development and Verification of Professional Education Competencies Required by Agribusiness and Natural Resources Education Teachers in Florida. Final Report.

ED 155 302

Agricultural Education

Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers. Suggestions for Teachers and School Administrators in Developing Educational Programs for Out-of-School Young Farmers. (Revised.)

ED 156 834

Vocational Agriculture Education. Agricultural Mechanics.

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Youth in Force in the Labor Force.

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Ancillary Services

Supportive Services: CETA Program Models.

ED 156 885

Annotated Bibliographies

Continuing Education: Reentry and the Mature Woman-Annotated Selected References and Resources. Bibliography Series: 2.

ED 155 349

Cooperative Diversified Occupations. Job Information Resource Guide for Vocational Educators. A Cross-Reference of Jobs and Resources.

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Area Vocational Schools

Attributes of Secondary Vocational Center Training: Nature of Programs and Student Perceptions and Plans.

ED 155 398

Articulation (Program)

A Career Education Articulation Model, K-14. Exemplary Project. Final Report.

ED 156 896

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Auto Mechanics. Volume II. Instructional Units.

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Auto Mechanics, Volume I. Instructional Units.

ED 156 918

Auto Mechanics (Occupation)

Model Program for Surveying Employers of Automotive Technology Graduates.

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Model Program for Surveying Employers of Automotive Technology Graduates.

ED 156 888

**Civil Service Commission, Washington,
D.C. Bureau of Training.**

Employee Training in the Federal Service, Fiscal Years 1974, 1975, and 1976.

ED 155 364

**Clemson Univ., S.C. Vocational Education
Media Center.**

Chain Feeding. Student's Manual and Instructor's Manual.

ED 155 414

Completing Invoices. Student's Manual and Instructor's Manual.

ED 155 444

Computing Balance Column Amount in Ledger Accounts. Student Manual and Instructor's

Manual.

ED 155 452

Computing Cash Discounts. Student's Manual and Instructor's Manual.

ED 155 443

Computing Extensions and Completing Monthly Statements. Student's Manual and Instructor's Manual.

ED 155 442

Computing Gross Pay from Punched Time Cards. Student Manual and Instructor's Manual.

ED 155 455

Coordinating and Performing Activities for Employer. Prepare a Day's Schedule. Student Manual and Teacher's Manual.

ED 155 466

Coordinating and Performing Activities for Employer. Preparing Employer Itineraries. Student Manual and Teacher's Manual.

ED 155 467

Coordinating and Performing Activities for Employer. Preparing Expense Reports. Student Manual and Teacher's Manual.

ED 155 469

Coordinating and Performing Activities for Employer. Using Other Reference Materials. Student Manual and Teacher's Manual.

ED 155 468

Correcting Errors on Originals and Carbon Copies. Student's Manual and Instructor's Manual.

ED 155 410

Depositing Checks, Currency, and Coins. Student's Manual and Instructor's Manual.

ED 155 447

Developing a Records System. Student's Manual and Instructor's Manual.

ED 155 435

Endorsing Checks. Student's Manual and Instructor's Manual.

ED 155 446

Filing Alphabetically. Basic Rules. Student's Manual and Instructor's Manual.

ED 155 428

Filing Alphabetically. Governmental Rules. Student's Manual and Instructor's Manual.

ED 155 430

Filing Alphabetically. Specialized Rules. Student's Manual and Instructor's Manual.

ED 155 429

Filing by Subject. Student's Manual and Instructor's Manual.

ED 155 433

Filing Geographically. Student's Manual and Instructor's Manual.

ED 155 432

Filing Numerically. Student's Manual and Instructor's Manual.

ED 155 431

Handle Specialized Mail. Student's Manual and Instructor's Manual.

ED 155 407

Inspecting and Evaluating. Choosing Method of Communication. Student Manual and Instructor's Manual.

ED 155 472

Inspecting and Evaluating. Editing Written Communications. Student Manual and Instructor's Manual.

ED 155 471

Inspecting and Evaluating. Inspect, Verify and Correct Data. Student Manual and Instructor's Manual.

ED 155 470

Inspecting Material Received for Completeness. Student Manual and Instructor's Manual.

ED 155 450

Justifying the Right Margin. Student's Manual and Instructor's Manual.

ED 155 423

Keep Postage Meter Record Book. Student's

Manual and Instructor's Manual.

ED 155 405

Learning Activity Packages for the V-TECS Secretarial Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Stenographic, Typing, and Related Occupations.

ED 155 400

Maintaining News Files. Student's Manual and Instructor's Manual.

ED 155 436

Maintaining Office Equipment. Student's Manual and Instructor's Manual.

ED 155 409

Making Monthly Statements from Ledger Accounts. Student's Manual and Instructor's Manual.

ED 155 441

Managing Records Systems. Student's Manual and Instructor's Manual.

ED 155 434

Mastering the Offset Master. Student's Manual and Instructor's Manual.

ED 155 419

Mastering the Stencil. Student's Manual and Instructor's Manual.

ED 155 421

Memorandums, Interoffice Communication. Student's Manual and Instructor's Manual.

ED 155 411

Organizing and Planning. Determine Requirements for and Utilization of Equipment and Supplies. Student Manual and Instructor's Manual.

ED 155 476

Organizing and Planning. Determining Office Layout. Student Manual and Instructor's Manual.

ED 155 478

Organizing and Planning. Developing Publication Materials. Student Manual and Instructor's Manual.

ED 155 477

Performing Clerical Activities. Order Clerk. Student Manual and Instructor's Manual.

ED 155 438

Performing Clerical Activities. Preparing Accident Reports in an Office.

ED 155 439

Performing Clerical Activities. Sales Clerk. Student Manual and Instructor's Manual.

ED 155 437

Performing Key punch Activities. Student Manual and Instructor's Manual.

ED 155 461

Performing Receptionist Activities. Answer the Telephone. Student's Manual and Instructor's Manual.

ED 155 424

Performing Receptionist Activities. Greet Callers and Visitors. Student's Manual and Instructor's Manual.

ED 155 427

Performing Receptionist Activities. Placing Telephone Calls. Student's Manual and Instructor's Manual.

ED 155 425

Performing Receptionist Activities. Send Telegrams and Cablegrams. Student's Manual and Instructor's Manual.

ED 155 426

Performing Stenographic Activities. Compose Correspondence. Student's Manual and Instructor's Manual.

ED 155 465

Performing Stenographic Activities. Take and Prepare Minutes of Meetings. Student's Manual and Instructor's Manual.

ED 155 464

Performing Stenographic Activities. Take and Transcribe Shorthand Dictation. Student's Manual and Instructor's Manual.

ED 155 464

ED 155 463
Performing Stenographic Activities. Transcribe from Recorded Media. Student's Manual and Instructor's Manual.

ED 155 462
Petty Cash. Student's Manual and Instructor's Manual.

ED 155 460
Place Postage on Metered Reply Mail Using Postage Meter. Student's Manual and Instructor's Manual.

ED 155 406
Place Postage on Outgoing Mail Using Postage Meter. Student's Manual and Instructor's Manual.

ED 155 404
Posting (Transferring) Entries from Journals to Ledgers. Student Manual and Instructor's Manual.

ED 155 453
Posting Directly to Subsidiary Ledgers from Invoices, Credit Memos, and Checks. Student Manual and Instructor's Manual.

ED 155 451
Posting to Cash Record Book from Cash Proof Forms. Student Manual and Instructor's Manual.

ED 155 449
Preparation of Employer's Quarterly Federal Tax Return. Student's Manual and Instructor's Manual.

ED 155 458
Preparation of Federal and State Tax Deposits. Student's Manual and Instructor's Manual.

ED 155 457
Preparation of State Unemployment Tax Return. Student's Manual and Instructor's Manual.

ED 155 459
Prepare Parcels for Mailing. Student's Manual and Instructor's Manual.

ED 155 408
Prepare Vouchers & Pay Vouchers. Student's Manual and Instructor's Manual.

ED 155 303
Preparing Payroll Register, Employee Earnings' Records, and Paychecks. Student's Manual and Instructor's Manual.

ED 155 456
Process Incoming Mail and Forward Mail. Student's Manual and Instructor's Manual.

ED 155 401
Process Outgoing Bulk Mail. Student's Manual and Instructor's Manual.

ED 155 403
Process Regular Outgoing Mail and Locate Zip Codes. Student's Manual and Instructor's Manual.

ED 155 402
Processing Accounts Payable Invoices. Student Manual and Instructor's Manual.

ED 155 454
Reconciling Bank Statement. Student's Manual and Instructor's Manual.

ED 155 448
Supervising and Implementing. Plan and Schedule Work Assignments and Priorities. Student Manual and Instructor's Manual.

ED 155 474
Supervising and Implementing. Plan Work for Yourself. Student Manual and Instructor's Manual.

ED 155 473
Supervising and Implementing. Train Other Clerical Workers. Student Manual and Instructor's Manual.

ED 155 475
Taking Inventory. Student's Manual and Instructor's Manual.

ED 155 440
Typing Addresses on Envelopes. Student's Manual and Instructor's Manual.

ED 155 413
Typing Business Letters. Student's Manual and Instructor's Manual.

ED 155 417
Typing File Folder Labels and Mailing Labels. Student's Manual and Instructor's Manual.

ED 155 412
Typing Manuscripts. General Manual.

ED 155 418
Typing Postal Cards. Student's Manual and Instructor's Manual.

ED 155 415
Typing Preprinted Business Forms. Student's Manual and Instructor's Manual.

ED 155 422
Typing Spirit Masters. Student's Manual and Instructor's Manual.

ED 155 420
Typing Tabulated Information. Student's Manual and Instructor's Manual.

ED 155 416
Writing Checks. Student's Manual and Instructor's Manual.

ED 155 445
Cleveland Heights - University Heights City School District, Cleveland Heights, Ohio.

Elementary Lesson Plans: Using Senior Citizens as Volunteers and Providing a More Positive Attitude toward Aging.

ED 155 483
Mental Health & the Career Clusters.

ED 156 867
Comptroller General of the U.S., Washington, D.C.

Problems in the Federal Employee Equal Employment Opportunity Program Need to Be Resolved. U.S. Civil Service Commission and Other Federal Agencies. Report to the Congress.

ED 156 890
Problems with Federal Equal Employment Opportunity Guidelines on Employee Selection Procedures Need to Be Resolved. Report to the Congress.

ED 156 892
System for Processing Individual Equal Employment Opportunity Discrimination Complaints: Improvements Needed. Civil Service Commission. Report to the Congress.

ED 156 891
Council for Cultural Cooperation, Strasbourg (France).
Glossary of Terms Used in Technical and Vocational Education. Education and Culture. (2nd Edition.)

ED 155 379
Department of Manpower and Immigration, Ottawa (Ontario).
Computerized Heuristic Occupational Information and Career Exploration System.

ED 155 305
District of Columbia Dept. of Human Resources, Washington, D.C.
Skills Training and Employment for Ex-Addicts in Washington, D.C. A Report on TREAT. Services Research Report.

ED 155 381
Education Commission of the States, Denver, Colo.

School and the 17-Year-Old: A Comparison of Career Development Skills of 17-Year-Olds Attending School and Those Not Attending.

ED 155 328
A Woman's Place.

ED 155 330

Employment and Training Administration (DOL), Washington, D.C.

Supportive Services: CETA Program Models. ED 156 885

Employment and Training Administration (DOL), Washington, D.C. Office of Policy, Evaluation and Research.

Ph.D.'s and Their Dissertations. ED 155 351

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Current Perspectives on the Role of Career Education in Combatting Occupational Sex-Role Stereotyping. ED 156 916

Florida Univ., Gainesville. Inst. for Educational Finance.

The Development and Testing of a Model for Determining the Costs of Vocational Education Programs and Courses. Executive Summary.

ED 155 312
The Development and Testing of a Model for Determining the Costs of Vocational Education Programs and Courses. Final Report.

ED 155 310
A Model for Determining the Costs of Vocational Education Programs and Courses. User's Manual. ED 155 311

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

Development and Verification of Professional Education Competencies Required by Agribusiness and Natural Resources Education Teachers in Florida. Final Report.

ED 155 302
Green (Del) Associates, Foster City, Calif.
[Small Business Ownership/Management for Minorities and Females in a Post Secondary Setting.] Modules, Instructor's Guide, Student Guide.

ED 155 482
Bases for Curriculum Decisions for Development of Curriculum for Minorities in Small Business Ownership and Management, Post-Secondary Level.

ED 155 481
The Development of Curriculum for Minorities in Small Business Ownership and Management, Post-Secondary Level. Final Report.

ED 155 480
Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.

A Guide to Health Education in Ambulatory Care Settings.

ED 155 374
Human Resources Research Organization, Pensacola, Fla.

The Southeast Curriculum Coordination Center: Evaluation of Accomplishments and Review of Procedures.

ED 155 355
Indiana Advisory Council on Vocational Education, Indianapolis.

Jobs for You in Indiana. ED 156 926

Indiana State Employment Security Div., Indianapolis.

Jobs for You in Indiana. ED 156 926

Indiana Univ., Bloomington. School of Education.

Development of a Cost-Effectiveness/Benefit Analysis Model and User's Manual for Post-secondary Vocational Programs. Final Report.

ED 155 332

Institute for Manpower Program Analysis, Consultation and Training, Inc., Minneapolis, Minn.

Employment Tax Credit Utilization.

ED 155 399

Institute for Research Utilization, Washington, D.C.

Literature Review on Topics of Urgent RSA Needs and Concerns. (Covers Research Performed from October 1976 to June 1978.) Final Report.

ED 155 348

Institute of Food and Nutrition, Warsaw (Poland).

Physiological and Psychological Aspects of Night and Shift Work.

ED 155 365

Iowa Central Community College, Fort Dodge.

A Career Education Articulation Model, K-14. Exemplary Project. Final Report.

ED 156 896

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

Group Learning Centers. Illustrated for Home Economics. A Strategy for Use in Classes Mainstreaming Disabled Students.

ED 156 846

Procedures for Teaching Skills for Living in Classes Where Mildly Handicapped Pupils Are Integrated with Nonhandicapped Pupils. Final Report.

ED 156 847

Kansas State Dept. of Education, Topeka.

Vocational Education Handbook.

ED 155 370

Keene State Coll., N.H.

Identifying and Improving Vocational Instruction: A Handbook for Individualized Instruction for New Hampshire Vocational Educators.

ED 156 851

Keene State Coll., N.H. Vocational Curriculum Research Office.

AAIVE Project. Alternative Approaches to Individualization in Vocational Education. Final Report.

ED 156 897

Linton and Co., Washington, D.C.

Seven Years Later: The Experiences of the 1970 Cohort of Immigrants in the U.S. Labor Market.

ED 156 901

Manatee Junior Coll., Bradenton, Fla.

Elementary Career Education Activity Resource Guide. A Comprehensive Program of Vocational Education for Career Development: K-University.

ED 155 324

A Model for Implementation of Career Education into the Community College. A Comprehensive Program of Vocational Education for Career Development: K-University.

ED 155 322

Public Relation and Public Information Inservice Training for Occupational Specialists and Other School Personnel.

ED 155 323

Sarasota County, Florida, Junior High Career Education Model as Based on the Nine Federal Objectives. A Comprehensive Program of Vocational Education for Career Development: K-University.

ED 155 325

Mariscal and Co., Los Angeles, Calif.

The Handbook: A Vocational Education Legislative Reference. Federal Laws and Regulations Affecting Vocational Education.

ED 156 905

Massachusetts Univ., Amherst. Inst. for Governmental Services.

Community Education/Work Collaboration: A Massachusetts Perspective.

ED 155 316

Millersville State Coll., Pa.

Cooperative Diversified Occupations. Job Information Resource Guide for Vocational Educators. A Cross-Reference of Jobs and Resources.

ED 155 378

National Center for Health Services Research (DHEW/PHS), Hyattsville, Md.
Emergency Medical Services Systems Research Projects, 1977. NCHSR Research Management Series.

ED 155 358

National Child Labor Committee, New York, N.Y.

Youth Serving the Community: Realistic Public Service Roles for Young Workers. Final Report.

ED 156 838

National Commission for Manpower Policy, Washington D.C.

Job Creation through Public Service Employment. An Interim Report to the Congress of the National Commission for Manpower Policy. Volume I: Summary of Findings and Recommendations. Report No. 6.

ED 155 313

Job Creation through Public Service Employment. An Interim Report to the Congress of the National Commission for Manpower Policy. Volume II: Monitoring the Public Service Employment Program. Report No. 6.

ED 155 314

Job Creation through Public Service Employment. An Interim Report to the Congress of the National Commission for Manpower Policy. Volume III. Commissioned Papers. Report No. 6.

ED 155 315

National Inst. for Occupational Medicine in the Textile and Chemical Industries, Lodz (Poland).

Physiological and Psychological Aspects of Night and Shift Work.

ED 155 365

National Inst. for Occupational Safety and Health (DHEW/PHS), Rockville, Md.

Mortality Experience of the AFL-CIO United Brotherhood of Carpenters and Joiners of America, 1969-1970 and 1972-1973. Technical Report.

ED 155 366

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Analysis of Prison Industries and Recommendations for Change. Study of the Economic and Rehabilitative Aspects of Prison Industry.

ED 156 902

Study of the Economic and Rehabilitative Aspects of Prison Industry. Technical Tasks and Results.

ED 156 900

National Sheriffs' Association, Washington, D.C.

Manual on Training for Sheriffs.

ED 155 362

New Jersey Bell, Newark.

The Classroom Connection: A Program Relating the Skills Taught in School to Those Used in the World of Work.

ED 155 494

North Carolina State Dept. of Community Colleges, Raleigh.

Industrial Fire Brigade Training.

ED 155 375

North Dakota School for the Blind, Grand Forks.

Food Preparation: An Instructional Package with Adaptations for Visually Impaired Individuals.

ED 156 924

North Dakota Univ., Grand Forks.

Food Preparation: An Instructional Package with Adaptations for Visually Impaired Individuals.

ED 156 924

Northern Illinois Univ., DeKalb. Dept. of Business Education and Administration Services.

Marketing and Distributive Education Curriculum Planning Guide.

ED 156 859

Marketing and Distributive Education. Food Marketing Curriculum Guide

ED 156 861

Marketing and Distributive Education. General Marketing Curriculum Guide.

ED 156 860

Marketing and Distributive Education. General Retail Merchandising Curriculum Guide.

ED 156 857

Marketing and Distributive Education. Wholesaling Curriculum Guide.

ED 156 858

Northwest Regional Educational Lab., Portland, Oreg.

A Comparison Study of the Benefits of Secondary and Postsecondary Vocational Education.

ED 156 909

NWREL Experience-Based Career Education Program, Fiscal Year 77. Final Evaluation Report.

ED 155 329

Office of Civilian Personnel (Navy), Washington, D.C.

External Labor Market Analysis and EEO Goals Planning. Research Report 33.

ED 155 337

Manpower Goals Planning and Accountability. Research Report 34.

ED 155 336

Office of Education (DHEW), Washington, D.C.

Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers. Suggestions for Teachers and School Administrators in Developing Educational Programs for Out-of-School Young Farmers. (Revised.)

ED 156 834

Ohio State Univ., Columbus. Center for Human Resource Research.

The Causes of Marital Disruption among Young American Women: An Interdisciplinary Perspective.

ED 156 923

Counting Youth: A Comparison of Youth Labor Force Statistics in the Current Population Survey and the National Longitudinal Surveys.

ED 155 491

Earnings Differentials among Unionized Workers in the Public and Private Sectors. (Revised.)

ED 156 824

Economic Consequences of Marital Disruption

- for Women in Their Middle Years.
ED 155 490
The NLS Mature Women's Cohort: A Socioeconomic Overview.
ED 155 344
Racial Differences in Female Labor Force Participation: Trends and Implications for the Future.
ED 155 345
Work and Family in the School Leaving Years: A Comparison of Female High School Graduates and Dropouts.
ED 155 489
Work Expectations, Human Capital Accumulation, and the Wages of Young Women.
ED 155 343
- Ohio State Univ., Columbus. Center for Vocational Education.**
Vocational Education in Ohio Correctional Institutions: A Follow-Up Study.
ED 155 354
- Ohio State Univ., Columbus. National Center for Research in Vocational Education.**
The Challenge of Youth Employment in Urban Areas.
ED 156 914
Demonstration Projects: Implementation and Institutionalization.
ED 155 361
Resources in Vocational Education. 1977. Volume 10. Number 4.
ED 156 893
Resources in Vocational Education. 1978. Volume 11. Number 2.
ED 156 894
Resources in Vocational Education. 1978. Volume 11. Number 3.
ED 156 895
Technical Assistance Conference. Business-Industry-Labor Inputs in Vocational Education Personnel Development (Columbus, Ohio, April 3-5, 1978)
ED 156 843
Technical Assistance Handbook for Increasing Business, Industry, and Labor Inputs into Vocational Education Personnel Development Programs.
ED 156 844
- Ohio State Univ., Columbus. Research Foundation.**
Conceptualization of a Practical Arts Program Component for Junior High/Middle School Youth.
ED 155 356
- Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.**
Auto Mechanics. Volume II. Instructional Units.
ED 156 919
Auto Mechanics, Volume I. Instructional Units.
ED 156 918
Bricklaying Curriculum. Instructional Units.
ED 156 922
Cement Mason's Curriculum. Instructional Units.
ED 156 920
Vocational Agriculture Education. Agricultural Mechanics.
ED 156 921
- Oklahoma State Univ., Stillwater. School of Occupational and Adult Education.**
Adult Needs Assessment in Oklahoma.
ED 156 852
- Old Dominion Univ., Norfolk, Va. Dept. of Industrial Arts Education.**
Development of a Competency-Based Instruction Curriculum Plan. Final Report.
ED 156 864
- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.**
Post-High School Activities of the 1973 Graduates by Race and Sex.
ED 156 842
- Pennsylvania State Univ., University Park. Dept. of Vocational Education.**
Coordinated Inservice Leadership Development for Practical Nurse Teachers and Coordinators. Final Report. Vocational-Technical Education Research Report. Health Occupations, Monograph Number 9. Volume 16, Number 3.
ED 156 837
- Purdue Univ., Lafayette, Ind.**
Occupational Home Economics Education Series. Catering Services. Competency Based Teaching Module.
ED 155 385
Occupational Home Economics Education Series. Clothing Alterations. Competency Based Teaching Module.
ED 155 390
Occupational Home Economics Education Series. Consumer Services. Competency Based Teaching Module.
ED 155 387
Occupational Home Economics Education Series. Fabrics and Textiles Merchandising. Competency Based Teaching Module.
ED 155 384
Occupational Home Economics Education Series. Fast Food Services. Competency Based Teaching Module.
ED 155 389
Occupational Home Economics Education Series. Furnishings and Housing Maintenance Services. Competency Based Teaching Module.
ED 155 388
Occupational Home Economics Education Series. Housing Management Services. Competency Based Teaching Module.
ED 155 380
Occupational Home Economics Education Series. Securing Employment. Competency Based Teaching Module.
ED 155 383
Occupational Home Economics Education Series. Window Treatment Services. Competency Based Teaching Module.
ED 155 386
- Purdue Univ., Lafayette, Ind. Office of Manpower Studies.**
Comparisons of the Characteristics and Plans of Indiana High School Seniors by Race, and by Type Program Enrolled in: (College Preparation, Business Education or Vocational Education).
ED 156 863
- Radcliffe Inst., Cambridge, Mass.**
A Study of the Participation of Women in the Health Care Industry Labor Force. Executive Summary.
ED 156 917
- Research for Better Schools, Inc., Philadelphia, Pa.**
Management Training Programs of Women and Minorities. Survey. Increasing Participation of Women and Minorities in Education R&D.
ED 156 913
- Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.**
Homemaking in the Elementary Schools. A Resource Guide for Classroom Teachers.
ED 155 320
- Small Business Administration, Washington, D.C.**
Starting and Managing a Retail Flower Shop. The Starting and Managing Series, Volume 18.
ED 155 484
- South Carolina State Dept. of Education, Columbia. Office of Vocational Education.**
Distributive Education Student Handbook. Training for Careers in Marketing and Distribution.
ED 155 346
- Special Intermediate School District 916, White Bear Lake, Minn.**
Statewide Curriculum Articulation Project for Vocational-Technical Education in Minnesota. Final Report.
ED 155 479
- State Fair Community Coll., Sedalia, Mo.**
A Research Proposal to Develop and Mediate 72 Modules of Individualized Instructional Materials in Four Occupational Areas, and to Develop the Capacity to Reproduce and Distribute Mediated Instructional Materials to Other Educational Institutions. Final Report.
ED 156 910
- Texas A and M Univ., College Station. Center for Career Development and Occupational Preparation.**
Career Education for Student Teachers, a Training Model. A Transportable Model for Implementing Career Education into Pre-Service Teacher Education Programs. Module 1.
ED 155 317
Career Education for Student Teachers, A Training Model. A Transportable Model for Implementing Career Education into Pre-Service Teacher Education Programs. Module 3.
ED 155 319
Career Education for Student Teachers, a Training Model. A Transportable Model for Implementing Career Education into Pre-Service Teacher Education Programs. Module 2.
ED 155 318
- Texas Education Agency, Austin. Div. of Proprietary Schools and Veterans Education.**
Guidelines and Minimum Standards for Operation of Texas Proprietary Schools. (Revised.)
ED 156 839
- Thomas Buffington and Associates, Washington, D.C.**
Profiles of Career Education State Planning Projects. Fiscal Year 1976 Funding and Fiscal Year 1977 Funding.
ED 155 485
- TransCentury Corp., Washington, D.C.**
Seven Years Later: The Experiences of the 1970 Cohort of Immigrants in the U.S. Labor Market.
ED 156 901
- Urban Inst., Washington, D.C.**
Assessing the Feasibility of Large-Scale Countercyclical Job-Creation. Final Report, Volume I, Overview and Summary.
ED 156 874
Assessing the Feasibility of Large-Scale Countercyclical Public Job-Creation. Final Report, Volume II. Activities Suitable for Public Job-Creation and Their Characteristics.
ED 156 875
Assessing the Feasibility of Large-Scale Countercyclical Public Job-Creation. Final Report, Volume III. Selected Implications of Public Job-

Creation.

ED 156 876

**Veterans Administration, Washington,
D.C. Dept. of Medicine and Surgery.**

Training for Individual and Group Effectiveness
and Resourcefulness. A Handbook for Trainers.

ED 155 367

**Virginia Polytechnic Inst. and State Univ.,
Blacksburg.**

Personnel Development. A Plan to Produce and
Distribute an Instructional Package for Teaching
the Concepts of Competency-Based Instruction in
Home Economics Pre-service Teacher Education
Programs. Final Report.

ED 156 887

**Wisconsin State Board of Vocational,
Technical, and Adult Education, Madison.**

Policy Statements for Vocational Education in
Wisconsin. A Report Prepared by a Representa-
tive Committee and Reviewed by an Interagency
Panel Concerned with Vocational Education,
1977.

ED 155 492

**Wisconsin Univ. - Stout, Menomonie.
Center for Vocational, Technical and Adult
Education.**

Needs Assessment and Planning Workshop for
Bilingual/Bicultural Vocational Education. Final
Report.

ED 155 377

**Wisconsin Univ., Madison. Wisconsin
Vocational Studies Center.**

Identifying Handicapped Students and Their Vo-
cational Needs for 1977-1982.

ED 156 822

**Women's Bureau (DOL), Washington,
D.C.**

Minority Women Workers: A Statistical Over-
view. (Revised.)

ED 155 342

State Labor Laws in Transition: From Protection
to Equal Status for Women. Pamphlet 15.

ED 156 840

**Womens Educational Equity
Communications Network, Bethesda, Md.**

Continuing Education: Reentry and the Mature
Woman-Annotated Selected References and Re-
sources. Bibliography Series: 2.

ED 155 349

**Wyoming Univ., Laramie. Coll. of
Education.**

Aspirations, Needs and Perceptions by Occupa-
tion and Sex of Office Personnel, High School
Students, and Teachers.

ED 155 306

SAMPLE PROJECT RESUME

Accession Number — VTP-3113
 Project Director — Dissemination and Service Programs for the Education of Dis-
 — advantaged and Handicapped Students.
 Organization — Project Director: Tetzlaff, Mary K.
 — Organization: Triton Coll., River Grove, Ill.
 — Address: 200 5th Avenue, River Grove, Illinois 60171
 Funding Period — Funding Period: Start Date 1 Jul 77; End Date 30 Jun 78
 Fiscal Year Funding — Fiscal Year Funding: \$35,317
 Contract or State — Sponsoring Agency: Illinois State Office of Education, Springfield
 Control Number — Contract and/or Control No.: RD2-C8-515
 Abstract — The overall objective of the project is to establish and utilize a
 — communications network of community colleges for the purpose
 — of sharing and disseminating information to improve the educa-
 — tional experience of disadvantaged and handicapped students. This
 — is a diffusion process which may include demonstration, inservice,
 — and program development. Additionally, Triton College will con-
 — tinue to provide a service program for disadvantaged and handi-
 — capped students that will assist with dissemination efforts and will
 — include the components of tutoring, counseling, vocational assess-
 — ment, and assistance for instructors. To accomplish the above,
 — Triton College will gain support through the Council of Presidents
 — to organize a fall conference on the topic of disadvantaged and
 — handicapped students at Illinois community colleges. Representa-
 — tives from each community college district will be requested to
 — attend this conference followed by additional conferences or
 — workshops throughout the year. A steering committee will be
 — developed to plan these activities and the project staff will provide
 — for the facilities, information, and general organization. Triton
 — College will also participate in other dissemination activities as
 — developed by DAVTE, other project sites, and through direct con-
 — sulting assistance to community colleges. Materials available
 — through the project will be an S.O.S. manual for faculty, evalua-
 — tion process materials, and tips for tutoring. (Sec. 132)
 Title —
 Organization Address —
 Sponsoring Agency —
 Funding Source —

PROJECTS IN PROGRESS

State-Administered Projects

Resumes

The resumes in this section announce ongoing research, exemplary, and curriculum development projects funded under Sections 131, 132, and 133 of the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 (PL 94-482).

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for individuals or organizations conducting the project. Addresses of Research Coordinating Units (sponsoring agencies) for each state are listed in the organizational resources section.

VTP-3620

Coordinators of Special Evaluation Activities.

Project Director: Perkins, Hobby

Organization: University of West Florida, Pensacola

Address: Pensacola, FL 32504

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$52,501

Sponsoring Agency: Florida State Dept. of Education, Tallahassee

Contract and/or Control No.: 9-1C11

To ensure that vocational completers acquire minimum student performance standards in their areas of training, staff of this ongoing evaluation project will (1) further refine a state-wide system for evaluation of vocational programs, processes, and products, (2) validate and refine instrumentation and procedures used by state-wide follow-up processes, (3) develop and maintain system for using minimum student performance standards in selected vocational programs, and (4) consult with and advise administrative and instructional personnel in local school districts and community colleges regarding the evaluation process. (Sec. 131)

VTP-3621

Florida Educator's Information Service.

Project Director: Lathrop, Robert

Organization: Florida State Univ.

Address: Tallahassee, FL

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$124,000

Sponsoring Agency: Florida State Dept. of Education, Tallahassee

Contract and/or Control No.: 9-1E15

Vocational instructors, supervisors, administrators, and division personnel will be given information and access to research and instructional materials developed in Florida and elsewhere through this project. Vocational educators will be assisted in obtaining the most recent information on research, evaluation, and development of instructional materials, as well as in developing and installing competency-based vocational programs and courses. Project staff will provide a searching service to vocational personnel to identify materials, assist them in acquiring copies of desired materials, including microfiche, and assist curriculum developers in conducting indepth searches and obtaining desired materials. (Sec. 133)

VTP-3622

Integrating Competency Testing with Vocational Technical Programs of Instruction and Training.

Project Director: Wittwer, Franklin

Organization: University of West Florida, Pensacola

Address: Pensacola, FL 32504

Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79

Fiscal Year Funding: \$30,000

Sponsoring Agency: Florida State Dept. of Education, Tallahassee

Contract and/or Control No.: 9-2C21

To integrate competency testing as a component of the teaching process as much as convensional approaches to student evaluation, project staff will (1) associate the 1977-78 performance of vocational-technical students on the COMP/ACT Measurement Battery with instructor grades and ratings, (2) retest the COMP Objective Test to obtain reactions of teachers, students, and administrators to the test, (3) associate the 1978-79 performance of vocational-technical students in area centers and community colleges on the COMP Battery with instructor grades and ratings, (4) associate performance of students who are working parttime while attending vocational-technical schools and who terminate their schooling after January 1, 1978 to work full time. From these activities, the project will derive validity coefficients when performance in the classroom or shop and on the job is the criterion for success. (Sec. 131)

VTP-3623

A Needs Assessment for Vocational Education Program Activities for Handicapped and Disadvantaged Students in Rural and Urban Areas in Florida.

Project Director: Hinley, Hugh

Organization: Florida State Univ., Tallahassee

Address: Tallahassee, FL 32306

Funding Period: Start Date 1 Oct 78; End Date 30 Jun 79

Fiscal Year Funding: \$65,000

Sponsoring Agency: Florida State Dept. of Education, Tallahassee

Contract and/or Control No.: 9-1D31

To produce description of the current need for services by handicapped or disadvantaged persons who may want or can benefit from vocational education, project staff will (1) identify definitions of handicapped and disadvantaged persons used by federal and Florida agencies, (2) select indicators of handicapped and disadvantaged conditions for which Florida data are available, (3) select a satisfactory needs assessment system model and identify an investigative, secondary data source to describe the prevalence of funding for handicapped and disadvantaged persons wanting vocational education, (4) develop estimates of the number of handicapped and disadvantaged persons in Florida, (5) describe the funding sources and amounts expended for services currently available for this population in vocational education programs in the state, and (6) establish assumptions and limitations of the data to be used to describe the prevalence of the funding for handicapped and disadvantaged persons to be used in the study. (Sec. 132)

VTP-3624

Provision of Proposed Research Assistance for Vocational Education.

Project Director: Perkins, L. H.

Organization: University of West Florida, Pensacola

Address: Pensacola, FL 32504

Funding Period: Start Date 1 Jul 77; End Date 30 Jun 78

Sponsoring Agency: Florida State Dept. of Education, Tallahassee
Contract and/or Control No.: 7-1C11

Services of one individual will be purchased through the University of West Florida to work with the Section Administrator of Research and Development; the Chief of the Bureau of Vocational Research, Dissemination, and Evaluation; and the Head of the Technical and Vocational Studies Department, University of West Florida. The individual's responsibilities will be (1) identify state-wide research and development needs at the university level for a comprehensive educational program for career development, and coordinate the assignment of priority needs with division and department priorities; (2) identify available human resources for conducting research projects and coordinate the development of additional resources to conduct vocational research and development activities at universities; (3) provide consultative and technical assistance in the preparation and submission of invited research and development; (4) audit management aspects of projects and consult with project staff concerning budgets, allocation of personnel, evaluation techniques, and methods of funded vocational research and development projects at universities; and (5) develop and maintain liaison with federal, state and local educators conducting research and development projects at the university level. A final report of project activities will be delivered. (Sec. 131)

VTP-3625

Assessing Impact of Vocational-Technical Research.

Project Director: Evans, Rupert N.

Organization: Board of Trustees of the Illinois Univ., Urbana

Address: 188 Education Building, Urbana, IL 61801

Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79

Fiscal Year Funding: \$45,000

Sponsoring Agency: Illinois State Office of Education, Springfield

Contract and/or Control No.: RD1-A9-166

This project will (1) define the term "impact" in relation to vocational education research, (2) determine how to assess impact, and (3) determine how to show a cause-and-effect relationship between activities and changes in vocational education teaching and learning relationships. Techniques, including assessment, recognition, and facilitation of potential and actual impact, will be developed and disseminated to concerned educators and researchers. Project staff will (1) review literature on the impact of research and development programs and projects in Illinois; (3) conduct a series of one-day brainstorming sessions to obtain ideas of how to attack the three major problems listed above; (4) prepare studies of project and programs which identify measures of impact, factors facilitating and hampering impact, factors facilitating and hampering recognition of impact, and factors facilitating and hampering linkages from one level to another; and (5) prepare recommendations for research administrators which suggest means of assessing potential impact, assessing actual impact, facilitating impact, and facilitating recognition of impact. (Sec. 131)

VTP-3626

CARE Kit: Revised and Disseminated.

Project Director: Blair, Diane

Organization: Eastern Illinois Univ., Charleston

Address: Charleston, IL

Funding Period: Start Date 1 Oct 78; End Date 30 Jun 79

Fiscal Year Funding: \$40,000

Sponsoring Agency: Illinois State Office of Education, Springfield

Contract and/or Control No.: RD1-B9-181

This project will revise the CARE Kit, an individualized package designed to assist students in understanding themselves as well as in learning job-getting and job-seeking skills. In order to revise the kit, project staff will (1) determine, by examining evaluation data, as well as soliciting input from experienced cooperative education coordinating teachers, how the CARE Kit should be revised and the types of materials to be added; (2) design and develop the CARE Kit so that it can be written on three levels to make it more accessible than was the original kit; (3) work the DAVTE staff and the advisory committee; (4) test the materials with various types of students and make revisions; (5) print, package, and deliver to the East Central Curriculum Management Center 500 sets of materials; and (6) determine and use an appropriate dissemination system to distribute the revised kit to teachers of special needs students.

VTP-3627

Chicago P.R.E.P. Workshops.

Project Director: Pollack, Steve

Organization: Johnsbury School District 12, McHenry, Ill.

Address: 2117 West Church Street, McHenry, IL 60050

Funding Period: Start Date 15 Sep 78; End Date 30 Jun 79

Fiscal Year Funding: \$29,154

Sponsoring Agency: Illinois State Office of Education, Springfield

Contract and/or Control No.: RD2-B9-185

To provide vocational teachers in Illinois with a resource book and inservice training to aid them in placing their students in jobs or preparing their students to secure a job in the world of work, project staff will (1) conduct ten inservice

workshops for eighty Chicago vocational teachers at each workshop and provide the teachers with materials and guides; (2) conduct one workshop for 300 Chicago school guidance counselors and provide the counselors with materials and guides; (3) print the "Pre-Employment Curriculum Guide" and the "Student Handbook for Pre-Employment Skills;" (4) furnish an initial 500 copies of each product to the Curriculum Publications Clearinghouse, Western Illinois University (CPC/WIU), distribute approximately 1,100 guides and 6,000 handbooks at the workshops, and forward remaining guides and handbooks to CPC/WIU within thirty days after the completion of the workshops; (5) provide an exhibit of materials for teachers to view in order to gain information to help implement a pre-employment skills program; and (6) conduct a follow-up study to evaluate the outcome of the workshop series. (Sec. 132)

VTP-3628

Community Career Resources Program.

Project Director: Keegan, Janice H.

Organization: Boone-Winnebag Regional Office of Education, Rockford, Ill.

Address: Courthouse Building, Room 712, Rockford, IL 61101

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$25,000

Sponsoring Agency: Illinois State Office of Education, Springfield

Contract and/or Control No.: RD2-D9-134

Community career resources for use in the classroom will continue to provide students with an opportunity to become more aware of vocations and careers open to them in a work force where technologically based careers are expanding. The "Community Careers Resource Manual" will be revised and expanded; films and career education materials will be on loan through the regional office of education's audiovisual center; and a slide presentation of career education activities will be developed to be used in the classroom, at principals' and teachers' inservice meetings, and with community groups. Opportunities will be made for classes of students as well as individual students and teachers to visit the Rockford Area Vocational Center. (Sec. 132)

VTP-3629

Design and Reproduction of Program Materials for Adult, Vocational, and Technical Education.

Project Director: Stromberg, Elden D.

Organization: ComUnigraph Inc., Springfield, Ill.

Address: 530 South Grand West, Springfield, IL 62704

Funding Period: Start Date 17 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$17,000

Sponsoring Agency: Illinois State Office of Education, Springfield

Contract and/or Control No.: RD1-B9-156

This project will provide DAVTE with appropriate design, graphics, and production services for developing materials and publications to improve the delivery of vocational education. (Sec. 131)

VTP-3630

Development of an Information Base and Exchange System for the Improvement of Industrial-Oriented Programs In Illinois-Phase I.

Project Director: Tomlinson, Robert M.

Organization: Illinois Univ., Urbana

Address: Urbana, IL 61801

Funding Period: Start Date 15 Aug 78; End Date 30 Jun 79

Fiscal Year Funding: \$20,887

Sponsoring Agency: Illinois State Office of Education, Springfield

Contract and/or Control No.: RD1-B9-169

An industrial education information base and exchange system will be developed for use by DAVTE, teacher education institutions, LEAs, industrial education associations, and others for improving industrial-oriented programs in Illinois. The information system will focus on the supply and demand for teachers and the identification of program needs. Phase I of the project will explore existing data systems, conduct initial system development, and produce a report describing the approach for developing the system. The initial industrial-oriented teacher supply and demand information bases and the teacher and teaching position information bases for planning and meeting needs will be developed and operationalized in Phase II and III. (Sec. 131)

VTP-3631

Development of a Public-Supported Educational Program for Young Farmers and Agribusiness Persons in Illinois (Continuation).

Project Director: Breece, H. Edward

Organization: Western Illinois Univ., Macomb

Address: Macomb, IL 61455

Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79

Fiscal Year Funding: \$10,450

Sponsoring Agency: Illinois State Office of Education, Springfield
Contract and/or Control No.: RD1-B9-127

To develop a quality Young Farmer Program which could be used to meet the educational needs of all young agriculturists in Illinois, this phase of a three-phase project will attempt to accomplish three objectives. First, project staff will revise and update existing educational materials and develop new ones for each agricultural occupations department in Illinois which can be used to explain the importance and purposes of the Young Farmer Program to instructors and young agriculturists. These materials will be disseminated as part of a kit for each agricultural occupations department in the state during sectional-level workshops which will be held during Phase III of the project. Second, project staff will develop educational materials for each agricultural occupations department in the state to orient instructors and other interested persons on how to organize, develop, and conduct a Young Farmers Program. These materials will also be disseminated as part of a kit at the workshops. Third, project staff will purchase several copies of a quality slide and tape presentation on the Young Farmer Program and make them available to agricultural occupations instructors and other interested persons on a loan basis. The slide and tape presentation will be used at the workshops. All educational materials, revised and developed during Phase II of this project, will be evaluated and further revisions made as appropriate before being included in the kit. (Sec. 131)

VTP-3632

Health Occupations Articulation.

Project Director: Katz, ElaineClark, Frederick

Address: 113 West Main St., P. O. Box 215, W. Dundee, IL 60118

Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79

Fiscal Year Funding: \$64,145

Sponsoring Agency: Illinois State Office of Education, Springfield

Contract and/or Control No.: RD2-C9-153

This project will provide the mechanism and opportunity to produce a comprehensive K-14 career development program in health occupations education, including the production of articulated curriculum materials for school staff. Project objectives are to (1) operationalize the health occupations education articulation planning model (APM) using a composite of three Illinois-produced management models: Project MAVE (articulation management), IOCP (occupational curriculum management), and AAAWII (vocational curriculum management); (2) provide support to two K-14 education clusters which will actively undertake a full range of articulation activities; and (3) produce a family of curriculum materials for classroom teachers, counselors, curriculum developers, and LEA administrators which will define a K-14 curriculum and emphasize the early career development stages. A plan for state-wide infusion of the curriculum materials will be developed and a final report will be prepared. (Sec. 132)

VTP-3633

Improvement in Secondary Occupational Education Programs as Reflected through an Onsite Evaluation Process (Continuation).

Project Director: Tomlison, Robert

Organization: Board of Trustees of the Illinois Univ., Urbana

Address: Urbana, IL

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$11,936

Sponsoring Agency: Illinois State Office of Education, Springfield

Contract and/or Control No.: RD1-B9-126

This is Phase II of a project to determine the extent to which the onsite evaluation process of the three-phase system for state-wide evaluation of occupational education was useful in local program improvement. Phase II objectives are to complete the analysis of data collected during Phase I and describe the results, develop conclusions, and make recommendations for improving the onsite evaluation process; and to validate selected recommendations during the onsite process during 1978-79 as mutually agreed to with DAVTE. Technical and executive summary reports will be delivered. (Sec. 131)

VTP-3634

Improving Services to Disadvantaged and Handicapped Students in Occupational Education: A Model (Continuation).

Project Director: Williams, Linda R.

Organization: Chicago Board of Education, Ill.

Address: 228 N. LaSalle St., Chicago, Illinois 60601

Funding Period: Start Date 1 Aug 78; End Date 29 Jun 79

Fiscal Year Funding: \$141,711

Sponsoring Agency: Illinois State Office of Education, Springfield

Contract and/or Control No.: B-72-D9-168

This project will identify and improve services for disadvantaged and handicapped youth and develop a related teacher inservice delivery system which will provide a model for use in other local educational agencies. Specific

objectives of Phase IV of the project are to (1) continue implementation and program development at the pilot site, Tilden High School, under the direction of a counselor functioning as a program manager, (2) continue dissemination development with the six high schools (Cooley Vocational, Harrison, Juarez, Lake View, Phillips, and Sullivan) that are presently serving disadvantaged and handicapped populations, and identify an assistant principal to act as program manager at each site, (3) identify and develop five additional sites in District 299 to serve disadvantaged and handicapped populations and identify an assistant principal to act as program manager at each site, (4) purchase, catalog, and make available additional materials to all twelve sites through the project materials center, (5) continue to identify and develop new program components through mini-grants and staff development activities, and (6) document all implementation and dissemination activities and produce a final project report which will identify and evaluate project activities. The twelve proposed sites will serve as models for other urban schools that provide comprehensive occupational programs serving a large percentage of students identified as having special needs. (Sec. 132)

VTP-3635

A Plan to Adopt and Implement an Experience Based Education Program at Charleston High School.

Project Director: David, C. Michael

Organization: Community Unit School District 1, Charleston, Ill.

Address: Charleston, IL 61920

Funding Period: Start Date 1 Feb 79; End Date 30 Jun 79

Fiscal Year Funding: \$10,267

Sponsoring Agency: Illinois State Office of Education, Springfield

Contract and/or Control No.: RD2-A9-256

To implement an experience-based education (EBE) program at Charleston High School, administration and staff will study three experience-based career education (EBCE) models, visit EBCE pilot projects, and consult with IOE/AVTE staff to determine what parts of the models have adoptive-implementation practicality in the high school setting. Identified parts will become the basis for developing individual student EBE program plans. Other project activities will include conducting surveys to identify community resource volunteers, and identifying students who would benefit from participation in the EBE programs. Administration and staff will develop methods of evaluating student progress in the EBE program, identify credit to be given for participation in the program, and develop a grading procedure to reflect students' progress. The program will be evaluated by the board, administration staff, students, and resource volunteers following staff evaluation of inservice activities. The EBE program will be implemented in the high school at the beginning of the 1979-80 school year. Planning procedures developed in the program can be used by LEAs to implement curriculum improvement at low cost. (Sec. 132)

VTP-3636

Preparation and Dissemination of a Coal Mining Curriculum Planning Handbook.

Project Director: Katz, Douglas S.

Organization: CONSERVA Inc., Raleigh, N.C.

Address: 401 Oberlin Road, Suite 112, Raleigh, NC 27605

Funding Period: Start Date 15 Aug 78; End Date 31 Jan 79

Fiscal Year Funding: \$24,971

Sponsoring Agency: Illinois State Office of Education, Springfield

Contract and/or Control No.: RD1-C9-170

This project will provide local vocational education personnel in Illinois with assistance in planning for underground coal mining curriculum. Project objectives are to (1) convey and reformat the final report of DAVTE contract number RD-B8-551 into an underground coal mining curriculum planning handbook for use by local education agencies (LEAs), in structuring a coal mining curricula suited to local needs and resources, (2) produce 1,000 copies of the resulting handbook, (3) plan and conduct four workshops in southern Illinois to disseminate the handbook and supportive information to LEA personnel, and (4) prepare and produce 100 copies of a final report which summarizes the project and the prior CONSERVA/DAVTE work pertaining to the development of coal mining curricula. The workshops will ensure that local district representatives understand the role which vocational education can plan in preparing students for entry into coal mining occupations, and the procedures for using the handbook in planning coal mining curricula. (Sec. 131)

VTP-3637

A Study to Evaluate the Nineteen Regional Career Guidance Centers within Illinois.

Project Director: McCormick, Fred

Organization: Educational Operations Concepts, Inc., St. Paul, Minn.

Address: St. Paul, Minnesota 55108

Funding Period: Start Date 1 Feb 79; End Date 30 Jun 79

Fiscal Year Funding: \$25,000

Sponsoring Agency: Illinois State Office of Education, Springfield

Contract and/or Control No.: RD1-A9-257

Third-party evaluation services, technical assistance, and accountability and reporting are the three components of this evaluation study. The IOE/DAVTE onsite evaluation model will be used as a guide for the activity, and interviews and other survey procedures will be used along with a review of pertinent project documentation available at each center. Third-party evaluation will be conducted to determine and document the extent to which each center's objectives are being accomplished, determine what factors are either enabling or precluding accomplishments of these objectives, and promote the inclusion of the successful aspects of each center's operation into ongoing projects. Technical assistance will include (1) coordination with each center's locally directed evaluation process, (2) assistance in writing goals and objectives in consistent, measurable terms, (3) assistance in analyzing program data and in reporting and disseminating program progress and information, and (4) coordination with the staff development project for the career guidance centers. Evaluation conclusions will be reported in terms of commendations, recommendations, and suggested improvements as a basis for future planning. Composite findings from all individual center evaluations will be provided. (Sec. 131)

VTP-3638

Vocational Programs for Handicapped and Disadvantaged Students in Area Career Centers.

Project Director: Stutrud, Carolyn

Organization: Sauk Area Career Center, Worth, Ill.

Address: 5933 West 115th Street, Worth, IL 60482

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$69,262

Sponsoring Agency: Illinois State Office of Education, Springfield

Contract and/or Control No.: RD2-D9-142

This project will benefit special needs and students enrolled in area vocational centers throughout Illinois. Objectives are to (1) continue to expand Sauk Area Career Center (SACC) program activities developed during Phase I, II, and III of the Handicapped and Disadvantaged Project; (2) initiate or expand cooperative efforts between vocational instructors and special education personnel in the area of vocational programs through continued diffusion activities; (3) identify activities for special needs students at area vocational centers throughout the state and work with the steering committee in coordinating dissemination of products and implementation of processes which are identified; and (4) participate in the workshops as well as provide local facilities and organizational assistance as needed for this activity. Activities will be planning cooperatively by the steering committee and SACC staff to assess current services for special needs students at area vocational centers, and to exchange ideas, expand supportive services, and provide inservice, workshop, or consultant services as requested by interested area vocational centers and special education personnel. This project will produce a competency-based instruction manual, a pre-employment curriculum, a carpentry manual for special-needs students, sign language class videotapes and manuals, and inservice activity brochures. (Sec. 132)

VTP-3639

Continuation of IVTC College-Wide Curricula Restructure: Phase III.

Project Director: Ullery, J. William

Organization: Indiana Vocational Technical College, Indianapolis

Address: 5221 Ivy Tech Drive, P.O. Box 1762, Indianapolis, IN 46206

Funding Period: Start Date 1 Jan 79; End Date 31 Dec 79

Fiscal Year Funding: \$35,000

Sponsoring Agency: Indiana State Board of Vocational and Technical Education, Indianapolis

Contract and/or Control No.: 77-79-III-3

A flexible, performance-based curriculum intended to increase accessibility of courses to parttime students and working parents will be developed in this continuation project. Phase III objectives are to develop basic documentation of all courses; refine the restructured programs, career options, and expanded short-term training opportunities; and develop performance criteria and measurement instruments for all courses. (Sec. 133)

VTP-3640

A Study of Vocational Education Needs of the Students of Wichita County.

Project Director: Ahn, Woo S.

Organization: Wichita County High School, Leoti, Kana.

Address: Leoti, Kansas 67861

Funding Period: Start Date 7 Jul 78; End Date 8 Aug 79

Fiscal Year Funding: \$897

Sponsoring Agency: Kansas State Dept. of Education, Topeka

Contract and/or Control No.: 79-131-05

This study will result in improved vocational programs within the county education system to enable students to become more employable. Questionnaires will be given to high school students, parents, educators, and employers in Wichita County to determine the vocational education needs of the students in the county, students' objectives in terms of their educational goals and in terms of what parents, educators, and employers think these goals should be, and what subjects in the vocational field the residents of Wichita County feel should be offered in the school system. (Sec. 131)

VTP-3641

Developing Curriculum Materials in Changing Roles of Males and Females.

Project Director: Powers, Betty C.

Organization: Eastern Kentucky Univ., Richmond

Address: Richmond, KY 40475

Funding Period: Start Date 1 Jul 78; End Date 1 Dec 79

Fiscal Year Funding: \$19,416

Sponsoring Agency: Kentucky State Dept. of Education, Frankfort

Contract and/or Control No.: T68881 (4406)

Fifteen vocational home economics teachers will participate in a two-week workshop designed to increase their awareness of the changing roles of men and women in society, and to develop a curriculum guide on this topic to be used as a supplemental guide by home economics teachers at the secondary, postsecondary, and adult levels in Kentucky. The participants will field test the curriculum guide during the 1978-79 academic year. Three consultants will edit, revise, and refine the guide at the end of the school year. (Sec. 132)

VTP-3642

Assessing the Capacity of the State College and University Systems to Prepare Future Vocational Educators and Counselors Skilled in Vocational Guidance.

Project Director: Richmond, Lee J.

Organization: The John Hopkins Univ., Baltimore, Md.

Address: Baltimore, MD

Funding Period: Start Date 1 Dec 78; End Date 30 Jun 79

Fiscal Year Funding: \$13,993

Sponsoring Agency: Maryland State Dept. of Education, Baltimore

Accurate and accountable vocational teacher and counselor educational programs tailored to meet state vocational instruction and guidance needs in line with occupational trends will be provided in this project. Objectives are to provide (1) a quantitative analysis of the present and needed capacity of vocational teacher and counselor education programs to meet state vocational instructional and vocational guidance needs, (2) a parallel analysis of local district plans for vocational education, and (3) an analysis of occupational trends from national and state sources. Instrumentation and methods capable of yielding required data will be developed. A structured interview sequence for department heads of vocational teacher and counselor education programs in Maryland will be conducted. Faculty and graduates of such programs will be surveyed and LEA's five-year need projections will be determined, and an analysis of national trends will be developed from state and national sources. (Sec. 131)

VTP-3643

Center for Educational Research & Development.

Project Director: Austin, Gilbert R.

Organization: University of Maryland, Catonsville

Address: 5401 Wilkens Avenue, Catonsville, MD 21228

Funding Period: Start Date 1 Jan 79; End Date 31 Dec 79

Fiscal Year Funding: \$5,000

Sponsoring Agency: Maryland State Dept. of Education, Baltimore

An expanded version of the third edition of the "Maryland Educational Research Guidebook" will be produced in this project. The guidebook documents research activities in institutions of higher learning and in the local county school systems, identifies persons responsible for research, and includes present and potential research information in educational and vocational categories. Master's and doctoral students could use the guidebook to identify which school systems would be receptive to working with them. (Sec. 132)

VTP-3644

Competency-Based Education as the Model to Facilitate Articulation between the Three Levels of Medical Laboratory Training.

Organization: Essex Community Coll., Md.

Address: 7201 Rossville Boulevard, Baltimore, MD 21237

Funding Period: Start Date 15 Dec 78; End Date 30 Jun 79

Fiscal Year Funding: \$4,701

Sponsoring Agency: Maryland State Dept. of Education, Baltimore

A document detailing the competency-based education for medical laboratory technicians to be articulated with two other levels will be produced in this project. Materials, using those for medical laboratory technology as a model, will be disseminated to other allied health education programs. A system to analyze student input and feedback and an analysis of secondary, community college and baccalaureate level curricula will also be delivered. Procedures will include (1) identifying the fundamental clinical competencies which should be required at each level of training, (2) preparing competency-based sheets for the clinical competencies identified at each of the three levels, (3) developing and implementing a series of workshops for educators to facilitate articulation, and developing and initiating procedures for maintaining ongoing communication between educators at the three levels of training, and completing project evaluation, modifying materials, and preparing final documents. (Sec. 132)

VTP-3645

Development of an Energy Technician Option within the Electro-Mechanical Technology Program Offered at Allegany Community College, Cumberland, Maryland.

Organization: Allegany Community Coll., Cumberland, Md.

Address: Cumberland, MD 21502

Funding Period: Start Date 1 Jan 79; End Date 30 Jun 79

Fiscal Year Funding: \$7,299

Sponsoring Agency: Maryland State Dept. of Education, Baltimore

Two competency-based, energy-related courses will be integrated into the existing electro-mechanical program to provide an energy technology option. Among the products to be produced are a profile of competencies required to perform energy audits and for monitoring and evaluating energy conservation efforts, a catalog of performance objectives and criterion-referenced measures, and a report of expected impact on student enrollment and graduate placement. (Sec. 132)

VTP-3646

An Exemplary Postsecondary Program for the Career and Educational Development of Blind and Visually Impaired Students.

Project Director: Hadlock, William E.

Organization: Catonsville Community Coll., Catonsville, Md.

Address: Catonsville, MD

Funding Period: Start Date 1 Jan 79; End Date 30 Jun 79

Fiscal Year Funding: \$30,000

Sponsoring Agency: Maryland State Dept. of Education, Baltimore

A comprehensive model of career and educational development of blind and visually impaired students will be developed by mainstreaming the students into diverse career curricula, and by providing support counseling, advisement, career planning, educational planning and other related services pertinent to the successful completion of career curricula. (Sec. 132)

VTP-3647

Identification and Testing of a Computer-Assisted Occupational and Career Information System That Will Be Compatible with the Majority of Maryland's Secondary and Postsecondary Institutions.

Organization: Essex Community Coll., Md.

Address: Baltimore, MD 21237

Funding Period: Start Date 1 Jan 79; End Date 30 Jun 79

Fiscal Year Funding: \$14,454

Sponsoring Agency: Maryland State Dept. of Education, Baltimore

A computer-assisted occupational and career information system most useful to the majority of Maryland's secondary and postsecondary institutions will be identified, system components will be tested, and the findings will be analyzed. The project will enable potential state-wide integration of computer-assisted career information, to give educators and students access to facts on occupations and career guidance necessary to intelligent vocational choice. Procedures will include taking inventory of existing systems in the state's secondary and postsecondary schools, securing data on other systems from NOICC national search results, and surveying Maryland secondary and postsecondary personnel concerning occupational information and career guidance needs of their personnel. (Sec. 131)

VTP-3648

Proposal to Disseminate Information, Network, and Develop Efforts in Alternative Education Including Experience-Based Career Education.

Project Director: Allen, George

Organization: Regional Education Service Agency, Cresaptown, Md.

Address: 13202 6th Avenue, Cresaptown, MD 21502

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$5,000

Sponsoring Agency: Maryland State Dept. of Education, Baltimore

The contractor will provide the State Board of Education and DVTE with leadership in orienting and training school systems personnel, school and community multiservice centers personnel, LEA personnel, and CETA prime sponsors in establishing and managing model experience-based career education sites and programs. (Sec. 131)

VTP-3649

Project STEP (Secondary Technical Education Project).

Project Director: Cronin, David F.

Organization: Massachusetts Inst. of Tech., Cambridge

Address: Cambridge, MA 02139

Funding Period: Start Date 1 Jul 78; End Date 30 Sep 79

Fiscal Year Funding: \$9,851

Sponsoring Agency: Massachusetts State Dept. of Education, Boston

Contract and/or Control No.: 79-385-105-220-1

A set of guidelines based upon the curriculum in science and technology in vocational education will be prepared for use by vocational education teachers in the school. The guidelines will cover five areas of study: aviation, computers, electronics, environmental protection, and medical technology. (Sec. 133)

VTP-3650

A State-wide Assessment of the Knowledge, Readiness, and Attitudes of Vocational Instructors As They Relate to Handicapped Students.

Project Director: Allan, Richard G.

Organization: National Evaluation Systems, Inc., Amherst, Mass.

Address: 30 Gatehouse Road, Amherst, MA 01002

Funding Period: Start Date 1 Dec 78; End Date 30 Jun 79

Fiscal Year Funding: \$36,010

Sponsoring Agency: Massachusetts State Dept. of Education, Boston

Project staff will prepare a classification of handicapping conditions useful to vocational educators, collect baseline data about attitudes and perceptions of vocational instructors toward handicapped students, and develop recommendations for inservice education for vocational teachers of handicapped students. A final report will be delivered. (Sec. 131)

VTP-3651

Grand Portage Career Education Center.

Project Director: Palmer, Rodger

Organization: Duluth Area Vocational Technical Independent School District 709, Minn.

Address: Lake Avenue and 2nd Street, Duluth, MN 55802

Funding Period: Start Date 15 Sep 78; End Date 14 Sep 79

Fiscal Year Funding: \$16,500

Sponsoring Agency: Minnesota State Dept. of Education, St. Paul

Contract and/or Control No.: 5-PF-79

To demonstrate the feasibility of and the process for operating a hospitality training program in an Indian-owned hotel in a remote location, a thirteen-week training program will be established for live-in students recruited from industry, schools, and the general public. Brochures and publications about the program and job opportunities in the hospitality industry will be developed. Project staff will work closely with the Indian community to ensure them maximum opportunity to participate in the project. Interim and final reports will include descriptions of procedures to upgrade adults' skills in a specific industry, a model for replication, and the impact of the project on the Indian community. (Sec. 133)

VTP-3652

Provision of Occupational and Student Program Consultant Services for Chemical Dependency in Minnesota Area Vocational Technical Institutes.

Project Director: Wiklund, Clifford

Address: Lake Avenue & 2nd Street, Duluth, MN 55802

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$29,000

Contract and/or Control No.: 4-P.F.-79

Area vocational and technical institutes (AVTIs) will hire consultants to install in-house educational programs to increase instructor, student, employer, and employee awareness of chemical dependency as a treatable illness. Assistance will be provided for establishing school policy and procedures regarding student and employee chemical dependency, in establishing appropriate inservice programs for staff and employees of AVTIs, and in identifying and working with qualified service personnel to establish proper treatment

capacities in local service areas of AVTIs. (Sec. 133)

VTP-3653

Nebraska Vocational Curriculum Resource Center.

Project Director: Nelson, Beverly

Organization: Kearney State Coll., Nebr. Center for Vocational Education

Address: Kearney, NE 68847

Funding Period: Start Date 1 Oct 78; End Date 30 Sep 79

Fiscal Year Funding: \$16,000

Sponsoring Agency: Nebraska State Dept. of Education, Lincoln

A reference-resource bank of curriculum materials will be established to (1) serve as a focal point for collecting, acquiring, and disseminating vocational education curriculum materials, (2) serve as a facilitating mechanism for systematically reviewing and evaluating curriculum materials, and (3) coordinate task force meetings as needed for assessing and reviewing the curriculum center's activities. (Sec. 133)

VTP-3654

Bilingual Translation and Field-Testing of Revised Vocational English and Math Instructional Units and Elimination of Sex Bias and Stereotyping.

Project Director: Lulos, George S.

Organization: Glassboro State Coll., N.J.

Address: Glassboro, NJ 08028

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$17,080

Sponsoring Agency: New Jersey State Dept. of Education, Trenton

Contract and/or Control No.: 79 SREG 921

On the basis of recently conducted field tests, project staff will revise existing vocational curriculum materials that show the applications of language and mathematics abilities to vocational skill areas. The materials are slide/tape-based, but include student workbooks, teacher guides, and pre- and posttests. These materials will be translated into Spanish to make them a vocationally related supplement to the regular English as a second language (ESL) program, and to provide a greater opportunity for Spanish-speaking students to enter vocational programs. (Sec. 131)

VTP-3655

Bilingual Vocational Education Program.

Project Director: Phillips, Richard R.

Organization: Center for Occupational Education Experimentation and Demonstration, Newark, N.J.

Address: 223 Broadway, Newark, NJ 07104

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$53,700

Sponsoring Agency: New Jersey State Dept. of Education, Trenton

Contract and/or Control No.: 79 SEMG 952

This bilingual vocational education project will provide an exemplary and innovative program of vocational education for persons of limited English-speaking ability. The project will focus on preparing these persons, primarily Hispanics, for the world of work by developing the necessary English-language skills along with occupational skills. In combining the development of communication and vocational skills, the project will enhance the target population's ability to obtain and hold jobs, embark on satisfying and rewarding careers, and assume a meaningful role in society. (Sec. 132)

VTP-3656

Chemical/Laboratory Technology.

Project Director: Gadegeku, Barbara

Organization: Somerset County Coll., Somerville, N.J.

Address: Box 3300, Somerville, NJ 08876

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$7,315

Sponsoring Agency: New Jersey State Dept. of Education, Trenton

Contract and/or Control No.: 79 SCDG 912

Somerset County College proposes to develop a curriculum in laboratory and chemical technology to meet the employment needs of the many chemical and pharmaceutical manufacturers in the county. The staff, working with a technically competent advisory committee, will develop course curricula and materials, degree-program proposals, and support documents to overcome sex bias, and encourage the disadvantaged and handicapped to enter the program. The program will capitalize on a twelve-month training program now in progress. A process evaluation will be conducted to assure that quality projects will result from this effort. (Sec. 133)

VTP-3657

Creation and Utilization of Functional Teacher-Created Classroom Techniques Which Incorporate the Teaching of Vocational and Related Subjects with a Basic Skills Emphasis.

Project Director: Bucholz, Fred H.

Organization: Sussex County Vocational-Technical School, Sparta, N.J.

Address: 105 North Church Road, Sparta, NJ 07871

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$22,687

Sponsoring Agency: New Jersey State Dept. of Education, Trenton

Contract and/or Control No.: 79 SEMG 920

Students' learning of basic communication and computation skills will be improved by the direct teaching of the reading and learning skills necessary for them to learn the specific vocational and related subject and content areas taught. The project will (1) identify communication and computation skills necessary for vocational subject area achievement, (2) identify individual student and class deficiencies in communication and computation skills, (3) provide inservice education programs for teachers in skills and content teaching, (4) conduct assessment of student and teacher attitudes, (5) provide for self-assessment of teacher competencies, (6) individualize instruction, (7) study the possibility of the Sussex vocational and technical school serving as a training center for all New Jersey vocational education teachers or as a base from which to serve vocational and technical schools throughout the state, (8) conduct a training program for the process of educating students with a skills emphasis, and (9) provide already developed materials for use in vocational and related instructional areas. (Sec. 132)

VTP-3658

Curriculum Development in Pulsed TIG Welding.

Project Director: Robertson, Kenneth

Organization: Atlantic Community Coll., Mays Landing, N.J.

Address: Route #49 and 19th Avenue, Mays Landing, NJ 08880

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$10,555

Sponsoring Agency: New Jersey State Dept. of Education, Trenton

Contract and/or Control No.: 79 SCDG 906

As a response to the phasing out of clothing manufacturing in Atlantic County, this project will develop curriculum materials in the area of pulsed TIG welding for economically and culturally deprived and limited English-speaking students who have been working in the area of clothing manufacturing. Success in completing this program will encourage students to continue their education in gas or electric welding. Hobart or Miller welding training aids will be used to enable students to work at an individual pace until they master pulsed TIG welding operations of both flat and round stainless steel. Curriculum materials will be distributed to all schools with pulsed TIG welding equipment. The materials also will be usable to train adults who possess manipulative skills. (Sec. 133)

VTP-3659

Development of a Clinical Evaluation Tool.

Project Director: Fallon, William M.

Organization: Gloucester County Coll., Sewell, N.J.

Address: Deptford, NJ 08080

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$8,160

Sponsoring Agency: New Jersey State Dept. of Education, Trenton

Contract and/or Control No.: 79 SCDG 929

A criterion-referenced, competency-based, clinical performance evaluation tool will be developed in this curriculum project to be used as part of an examination in the nursing course of Gloucester County College. Project objectives include identifying critical and non-critical behaviors, identifying the level of competence expected at the end of the first semester (Nursing I) for each behavior, and conducting validation studies of the tool. Validation studies will include observing students who are completing Nursing I in the clinical area, using the evaluation tool, and comparing the scores obtained with the students' final clinical evaluation in the course. Once the test is developed and validated, experience guidelines will be developed for future use of the tool as the clinical part of the examination. Student guidelines will also be developed to spell out objectives and procedures in taking the challenging examinations. (Sec. 133)

VTP-3660

An Energy Conversion Showplace.

Project Director: Weber, Robert D.

Organization: Mercer County Area Vocational School Assunpink Center, Trenton, N.J.

Address: Trenton State College, Room 15, Armstrong Hall, Trenton, NJ 08625

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: \$15,500
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract and/or Control No.: 79 SEMG 958

The purposes of this energy conversion project are to (1) provide instruction in the design, installation, operation, and evaluation of energy-conversion devices related to the sun, wind, and fossil fuels; (2) install two solar-heated domestic hot water heaters; (3) install and monitor a wind-data computer to monitor wind speed and direction; (4) install an operable wind-powered electrical generator with a synchronous inverter to supplement the commercial electrical power used in one building; and (5) install a high-efficiency wood-burning stove in one building to supplement the existing oil-fired space-heating system. The equipment will be designed, installed, operated, and evaluated by thirty participants: ten secondary school students, ten industrial arts teachers, and ten vocational education teachers. The project will be conducted in three stages. Stage I will consist of a series of four-hour seminars dealing with solar energy, high-efficiency wood-burning stoves, and wind-energy generators. Stage II will involve specific planning for the installation of the energy-conversion devices. Stage III will consist of a two-week summer period at the installation site where the energy conversion units will be installed, operated, and evaluated. The installation site is the Mohican Outdoor Resource Center, a 1,700-acre environmental center located in Blairstown, New Jersey. (Sec. 132)

VTP-3661

Haddonfield Career Curriculum Manual Project.

Project Director: Morgan, Bruce C.
Organization: Haddonfield Memorial High School, N.J.
Address: Kings Highway West, Haddonfield, NJ 08033
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: \$4,500
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract and/or Control No.: 79 SCDG 920

The overall purpose of this project is to develop career education and curriculum materials which will be compiled into a manual and infused into the present curriculum disciplines in Haddonfield Memorial High School. The material will (1) be free of sex role stereotyping; (2) include information on new and changing career fields; and (3) develop in students a more heightened awareness of future career directions, skills necessary to enter the world of work, a feeling of pride in work, and a feeling of self-worth. Teachers representing the various disciplines in the school will be hired to develop the curriculum manual which will include activities related to each discipline, resource materials, speaker lists, field-trip suggestions, and actual lesson plans. The manual will be disseminated to all teachers at the high school at the beginning of the 1978-79 school year. Inservice programs will be conducted in the fall to provide teachers an opportunity for discussion. The manual will be usable in other high schools where the majority of the students attend college directly upon graduation and where the expenditure of funds for career and vocational education is minimal. (Sec. 133)

VTP-3662

A Needs Assessment Plan for Ocean County Vocational School.

Project Director: Henry, William G.
Organization: Ocean County Vocational School District, Toms River, N.J.
Address: Old Freehold & Bay Lea Roads, Toms River, NJ 08753
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: \$12,000
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract and/or Control No.: 79 SEMG 902

An operational needs assessment model to be used in vocational education will be designed and validated. An in-depth study will be conducted and needs assessment guidelines will be developed to identify, define, and clarify the steps in the needs assessment process; provide operational prototypes for each step; and identify and outline procedures for selecting and developing valid and reliable instrumentation. An evaluation plan will encompass student outcomes, management, instruction, and guidance and counseling. Workshops will be conducted to obtain staff and community input. Results will be tabulated on the basis of instrumentation in the various areas and an analysis will be made in the form of recommendations based on differences between actual and expected outcomes. Priorities will be established to further program design and implementation. The findings, recommendations, and identification of the instrumentation used in the project will be available through the Ocean County Area Vocational/Technical School and will be housed at the Occupational Career Resource Center in Edison, New Jersey. A final report will be submitted to the New Jersey State Department of Education, Division of Vocational Education. (Sec. 132)

VTP-3663

Optimizing Vocational Development in the Handicapped (A Systems Approach to Community and Family Involvement).

Project Director: Loughlin, Brian J.
Organization: Middlesex County Vocational & Technical High Schools, New Brunswick, N.J.
Address: 112 Rues Lane, New Brunswick, NJ 08816
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: \$5,875
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract and/or Control No.: 79 SEMG 915

Based on the theory that the interaction among community, family, student, and school is crucial to an individual's eventual success in the competitive employment market, a group of students and parents from the Middlesex County vocational and technical high school district will be organized. Among the techniques and resources to be used with the students and parents will be instruction in the social and emotional factors which influence employability and provision of information regarding relevant governmental and private groups and organizations which aid the handicapped person. The project should enable students to be more productive in school and more adequately prepared for employment, enable parents to be better equipped to counsel their children, and enable both to possess added interpersonal skills. (Sec. 132)

VTP-3664

Paraprofessional Training in Special Education.

Project Director: Lewis, D. Brian
Organization: Burlington County Coll., Pemberton, NJ
Address: Pemberton-Browns Mills Road, Pemberton, NJ 08068
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: \$31,159
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract and/or Control No.: 79 SCDG 922

In order to train special education paraprofessionals, this project seeks to complete the development of a model curriculum which will extend to a fundamental program for all paraprofessionals and to such course work as may be needed in specific areas. The model curriculum will consist of four courses: PEG I, ForYou, and ECHO. The PEG I and ForYou courses were completed in a project funded in FY78. PEG I lays a framework of training principles for paraprofessionals; ForYou assists in personal and professional growth. This project will develop the remaining materials (PEG II and ECHO). Like PEG I, PEG II will also lay a framework of training principles for the paraprofessional. ECHO will combine the best of current practices with onsite practicum. Project staff will field test materials in all four courses through a series of user, consultant, evaluator, and control group test-and-feedback conferences; materials identified in the FY78 project for the SkillBank and professional library will be evaluated by the curriculum development team. After these evaluations, the materials will be revised where indicated and printed in a final form suitable for circulation. A culminating activity of this project will be dissemination conferences in which the curriculum and its materials will be presented to potential users in vocational, special, and general education. (Sec. 133)

VTP-3665

Project Cycle.

Project Director: Rosenfeld, Terry
Organization: Dept. of Pupil Services, Lawrenceville, N.J.
Address: 2060 Princeton Pike, Lawrenceville, NJ 08648
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: \$13,430
Sponsoring Agency: New Jersey State Dept. of Education, Trenton
Contract and/or Control No.: 79 SEMG 946

Project Cycle will attempt to provide socially maladapted adolescents with knowledge of the complex operations of a business and a variety of specific skills that can provide motivation and training for future employment; circumvent the nonacceptance of traditional skill, career, and vocational training methods; and remediate the social adjustment problems which made this population unemployable. Project staff will work toward improving the population's self-image by using strategies that foster achievement, such as providing a non-punitive, accepting atmosphere; seizing upon favorable characteristics and actions and reinforcing them; setting up opportunities for small successes; minimizing failures; criticizing actions rather than people; widening the positive interpersonal contacts of students through customer relations and contacts with workers in the community; and involving students in a project seen as an intrinsic social good. A combination store/school/workshop will be rented. The school's students will obtain goods through donations, buying at auctions and yard sales, and taking in goods on consignment. Skilled community resource people will aid the teachers by teaching such skills as stripping, refinishing, repairing, and reupholstering furniture; television repair; small appliance repair; and the working of engines. Academic skills, where possible, will be related to the business, for example, advertising units to do actual advertising, and journalism units to make an actual newspaper for dissemination. Book-

keeping, accounting, and related math skills also will be part of the business. Job promotions and opportunities to participate in high-interest activities outside of the school/store setting will be contingent on evidence of positive social growth. (Sec. 132)

VTP-3666

Project Rescue.

Project Director: Nissman, Blossom S.

Organization: Roebing Elementary School, Mt. Holly, N.J.

Address: c/o Westampton School, Mt. Holly, NJ 08060

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Sponsoring Agency: New Jersey State Dept. of Education, Trenton

Contract and/or Control No.: 79 SEMG 919

A CB receiving station for emergency calls, student employment, and community news, managed through the EMR class at Roebing School, will give EMR students an opportunity to practice communication skills, develop skill in the use of a CB radio, and develop an understanding of responsibility that will reinforce retention and memory skills. The CB station will provide contact to the police, a local bank, and the local newspaper office, and will act as the information source for the entire Roebing middle school community. Through interviews and a direct line of communication through the CB station, students will receive information that will be dispersed through the school and community through a weekly publication, "The Rescue." The publication will provide current information concerning work opportunities for students, community concerns, and news of interest. The interaction between the EMR students and the community will broaden the occupational aspirations of and make opportunities available for students with academic handicaps. (Sec. 132)

VTP-3667

A Proposal to Explore the Use of Programmed Calculators in Remedial and Special Needs Math Programs at the Secondary Level.

Project Director: McDonnell, Marie

Organization: Middlesex County Vocational & Technical High Schools, New Brunswick, N.J.

Address: 112 Rues Lane, New Brunswick, NJ 08816

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$2,675

Sponsoring Agency: New Jersey State Dept. of Education, Trenton

Contract and/or Control No.: 79 SCDG 910

Secondary-level students in remedial mathematics courses will be helped to overcome possible embarrassment and anxiety and to sustain their interest in drill practice while allowing for better use of the teachers' time through the use of six Monroe Calculator "Classmate 88" programmed calculators for one year. One calculator will be placed in each of five remedial math laboratories for supervising and scheduling student use of the calculators and maintaining records and equipment. The supervisor of related instruction will coordinate the program. Teachers will endeavor to assign an equal number of boys and girls to the calculators. Prior to using the calculator for computation, students will be given a pretest in math and instruction in the use of the calculator. Upon completion of use, students will be given a posttest and a comparison of means will be made. Teachers and students will be administered attitudinal surveys concerning reactions to the use of the calculator upon completion of the project. A final report incorporating this information and evaluating the project will be made by the supervisor. Project staff hope that, at the end of the project, students will display improvement in computational skills, a feeling of accomplishment, and a positive attitude toward continued use of the calculator and mathematics; and that teachers will react positively to continued use of the calculator as an instructional aid. (Sec. 133)

VTP-3668

The SENSE Connection: Linking Education with Business and Industry.

Project Director: Winkler, Paul B.

Organization: Educational Improvement Center-S Seawell, N.J.

Address: 207 Delsea Drive, Box 209, Sewell, NJ 08080

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$27,700

Sponsoring Agency: New Jersey State Dept. of Education, Trenton

Contract and/or Control No.: 79 133 SCDG 934

To help schools solve identified needs in the area of career and vocational education, and to develop positive attitudes between schools and the business and industrial community, project staff will compile a guide listing the resources of the businesses and industries within a geographic area. The resource guide will be made available to the schools via awareness sessions and convocations. (Sec. 133)

VTP-3669

Alternate Approach for Agriculture Students in a Multi-District Center.

Project Director: Hunt, Jim

Organization: Lake Area Vocational Center, Devils Lake, N. Dak.

Address: Devils Lake, ND 58301

Funding Period: Start Date 1 Jan 79; End Date 30 Jun 79

Fiscal Year Funding: \$14,062

Sponsoring Agency: North Dakota State Board for Vocational Education, Bismarck

Contract and/or Control No.: R.R. 84

The major objective of this project is to involve students from two schools in a modified ninth and tenth grade agricultural program at their respective schools, thus establishing a model which can be used by other vocational centers to increase the potential enrollment in their vocational agriculture programs. A teacher will be hired to teach two-hour blocks of vocational agriculture at the two participating schools. Center staff will sponsor leadership activities in an effort to involve students in the program to a greater extent both at their respective schools and at the vocational center. Other specialized courses will be taught and will include using area farms for production agriculture and the center for horticulture units. A final report will be developed which will outline components taught and an appraisal of the relative effectiveness of this procedure and a cost analysis based on the actual expenditures involved in the program's operation will be submitted to aid in determining the feasibility of this approach. (Sec. 132)

VTP-3670

Validation and Field Test of Distributive Education II Curriculum Materials.

Project Director: Frazier, Don

Organization: State Dept. of Vocational and Technical Education

Address: 1515 West 6th Avenue, Stillwater, OK 74074

Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79

Fiscal Year Funding: \$5,900

Sponsoring Agency: Oklahoma State Dept. of Vocational and Technical Education, Stillwater

Contract and/or Control No.: 1002

Impact of the "Oklahoma Distributive Education II Manual" will be documented by pre- and posttesting students in fourteen selected distributive education programs on the seventeen units of instruction in the manual. Additional data will be collected on each student regarding selected assignment job sheets to measure psychomotor skills. Patterns of student achievement will be analyzed to identify strengths and weaknesses in the instructional program. Student and teacher evaluations of the instructional materials in the manual will also be obtained and analyzed for each unit. Specific revisions to the manual will be recommended. (Sec. 131)

VTP-3671

An Adaptive Vocational Program for TMR Youngsters.

Project Director: Pilker, Henry

Address: 1511 Peach Street, Erie, PA 16501

Funding Period: Start Date 1 Jan 79; End Date 30 Jun 79

Fiscal Year Funding: \$10,000

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg

Contract and/or Control No.: 93-9006

A screening committee, composed of vocational and special education personnel, will select ten trainable mentally retarded (TMR) students who have demonstrated some type of vocational potential and assign them to a modified vocational homeroom in the technical high school. The homeroom teacher, certified in special education, the student's parents, and the vocational/special education support team will formulate IEPs based on parental, professional, and student attitudes toward the area of vocational education that could best benefit the student. TMR students will be placed in various vocational shops for a specific period of time to determine their vocational potential and to teach them everyday self-help skills. This process will allow staff to compile data on each youngster's experiences which will lead to a recommendation on the student's placement in vocational settings and also allow TMR students, other students, and regular class teachers to become acquainted with each other. (Sec. 133)

VTP-3672

Biomedical Electronics Technology.

Project Director: Brown, Eugene M.

Organization: Harrisburg Area Community Coll., Pa.

Address: Harrisburg, PA 17110

Funding Period: Start Date 1 Mar 79; End Date 30 Jun 79

Fiscal Year Funding: \$4,150

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9016

Curriculum, course outlines, and instructional materials necessary to implement a second option of biomedical electronic technology into a presently existing electronic servicing and merchandising program will be developed in this project. Public awareness of the program also will be developed. Procedures will include (1) developing brochures for distribution to organizations, schools, hospitals, the public, and internal and external counselors, (2) initiating visits to secondary schools, hospitals and other organizations for the dual purpose of public awareness and task analysis, (3) procuring and studying literature developed for other institutions, (4) developing a curriculum specific in nature and based upon data, and (5) confirming and finalizing curriculum and course outlines in conference with the American Association for Medical Instrumentation. (Sec. 133)

VTP-3673

Continuation and Expansion of VEDA.

Project Director: Wycallis, Gerald
Organization: Dallas School District, Pa.
Address: Conyngham Avenue, Dallas, PA 18612
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 84-8816

The purpose of this project is to help junior high school students to develop self-awareness, life planning skills, an understanding about worker-job relationships and will assist them in developing personalized career programs. Trained staff members will work as a team with other staff members and parents to continue the development of the program model by planning activities, gathering materials, and evaluating the results of the research and techniques. Seventh grade students will explore attitudes about self and others, eighth grade students will explore careers, and ninth grade students will learn decision-making skills. Assessment instruments will be used at all grade levels. Selected parents will participate in structured group activities. Ongoing evaluation activities will assess progress and provide data on necessary revisions. (Sec. 132)

VTP-3674

An Individualized Approach for Becoming a Successful Business Manager.

Project Director: Bergerstock, Donald B.
Organization: Williamsport Area Community Coll., Pa.
Address: 1005 West Third Street, Williamsport, PA 17701
Funding Period: Start Date 1 Feb 79; End Date 30 Jun 79
Fiscal Year Funding: \$17,000
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9010

Based on identified competencies necessary for owning and operating a small business, an individualized, basic managerial package will be developed for the areas of manufacturing, merchandising, service, and construction. Ancillary modules relating to a specific business will be developed. Specific modules will address problems affecting women and minorities in business. A resource base will be developed to provide initial input for the study, and later will be used as a reference library. (Sec. 133)

VTP-3675

Metric Education for State Correctional Institutions and Youth Development Centers.

Project Director: Cope, Judith L.
Organization: Indiana Univ. of Pennsylvania
Address: Uhler Hall, Indiana, PA 15705
Funding Period: Start Date 7 Dec 78; End Date 30 Jun 79
Fiscal Year Funding: \$4,985
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9003

The Adult Education Center at Indiana University of Pennsylvania will sponsor a metric education workshop designed for vocational teachers, curriculum coordinators, or other appropriate personnel with the ability or capability to train trainers in metric education at SCIs and YDCs. Workshop participants will be trained in using metric measurement in vocational education programs, conducting local metric workshops, and supporting local instructors in the implementation of metric measures in their instruction. Metric instructional packages published by the National Center for Research in Vocational Education, the Ohio State University, will be used as resources. (Sec. 133)

VTP-3676

Occupational Choices and Employment Opportunities for High School Students.

Project Director: Cohen, Stanley B.
Organization: Philadelphia School District, Pa.
Address: Philadelphia, PA 19103
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: \$49,822
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 83-9001

A questionnaire will be developed to survey tenth and eleventh grade students in the Philadelphia school district to ascertain their occupational aspirations and knowledge of the world of work. Survey data will be analyzed and the results compared with those of a survey of eighth and ninth grade students conducted during the previous year. The findings for Philadelphia will be compared with the national longitudinal surveys of young men and women. Results of both Philadelphia surveys will be compared with forecasts of job openings, and the forecasts of job openings will be compared with the numbers of vocational education graduates. Reports of the findings will be disseminated on a city-wide basis, and participating school principals will receive an analysis of their school with comparison tables for the general samples. Teachers will be encouraged to incorporate these findings into discussions of work orientation, educational plans, and labor market prospects. (Sec. 131)

VTP-3677

Pedagogical Competencies and Instructional Alternatives for Vocational Teachers Serving the Disadvantaged: Executive Summary.

Project Director: Farmer, Edgar I.
Organization: Temple Univ., Philadelphia Pa. Div. of Vocational Education
Address: Ritter Annex 447, Philadelphia, PA 19122
Funding Period: Start Date 15 Feb 79; End Date 30 Jun 79
Fiscal Year Funding: \$700
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9009

To assist vocational teachers in recognizing the needs, interest, and abilities of the disadvantaged and other special needs students, an executive summary of an extensive research study of teaching competencies will be produced. The summary will include instructional alternatives that may be implemented into the vocational education curriculum. (Sec. 133)

VTP-3678

Production of a Fifteen-Minute Sound/Color Film on Adapting Equipment for the Handicapped.

Project Director: Lanning, Robert Miller, Robin
Address: 606 West Broad Street, Bethlehem, PA 18018
Funding Period: Start Date 15 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: \$21,775
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 93-9011

A fifteen-minute film will be produced to illustrate innovative adaptations in the design of standard vocational education equipment which allow for its use by the handicapped. The expected impact on education will be in the area of increasing teacher and administrator motivation and interest in successfully mainstreaming handicapped students into classrooms and institutions as well as in providing some tangible examples of ways in which this may be done. In addition to the 16mm film, a final report will be produced. (Sec. 133)

VTP-3679

A Study of the Relationship of Teacher Enthusiasm to Salient, Selected Variables Influencing Achievement in the Vocational Laboratory.

Project Director: Allen, Edward
Organization: Temple Univ., Philadelphia, Pa. Div. of Vocational Education
Address: Broad & Columbia Avenue, Philadelphia, PA 19132
Funding Period: Start Date 1 Jan 79; End Date 30 Jun 79
Fiscal Year Funding: \$1,980
Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg
Contract and/or Control No.: 83-9003

This study will determine what relationship enthusiastic teaching has upon five variables known to influence student achievement. It is hypothesized that those vocational teachers who created a higher interest level in the subject and the school, greater motivation, better attendance records, and an overall higher rating according to the students will be the same teachers identified as being enthusiastic in the classroom. The subjects of the study, fifty inservice vocational teachers, will submit two videotapes of their lessons to a panel of judges for an evaluation of their teaching enthusiasm. Based on the ratings given on these taped lessons, spaced approximately four to six weeks apart, the teachers will be ranked on an enthusiasm continuum. Subsequent to submitting the videotapes, the students of the subjects will be given a test to determine their interest in school, education motivation, interest in the subject, and their attendance records. Each of these variables will be rank ordered for each subject and compared independently to the ranking on the enthusiasm continuum. A final report will be delivered. (Sec. 131)

VTP-3680**Teacher Inservice Workshop for Metric Measurement.****Project Director:** Horton, Homer L.**Organization:** Jefferson County-DuBois Area Vocational Technical School, Reynoldsville, Pa.**Address:** Reynoldsville, PA 15851**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Sponsoring Agency:** Pennsylvania State Dept. of Education, Harrisburg**Contract and/or Control No.:** 84-8817

Teaching staff will be provided with a working knowledge of the metric system as it applies to their individual laboratory through the use of a metric instructional package developed by the National Center for Research in Vocational Education at The Ohio State University. Specific objectives are to (1) provide a two-day inservice workshop for vocational teachers to orient them to metrics, acquaint them with the Ohio State metric materials, and provide training on using metrics in the classroom; (2) develop metric instructional packages for each vocational program; and (3) provide classroom instruction to assist students in obtaining an acceptable level of performance in metric measurement. A staff person will provide leadership at the local level and will plan the local workshop, provide assistance to teachers during implementation, and collect data for reporting the impact of the project. (Sec. 132)

VTP-3681**Tool and Die Maker Curriculum Development (Continuation of 93-8013).****Project Director:** Adelman, Frank W.**Organization:** Pennsylvania State Univ., University Park**Address:** 207 Old Main, University Park, PA 16802**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Fiscal Year Funding:** \$27,804**Sponsoring Agency:** Pennsylvania State Dept. of Education, Harrisburg**Contract and/or Control No.:** 93-9001

To provide validated instructional materials including lists of duties, tasks, tools, and equipment used by incumbent workers in tool and die occupations, project staff will complete an inventory of tasks based on a state-of-the-art study and organize this in booklet form; complete the final report of the domain study; continue sampling of incumbent workers; and prepare and field test a catalog of performance objectives and criterion-referenced measures. The field testing will be conducted using practicing teachers and instructors at the secondary and postsecondary levels. A final report will be delivered. (Sec. 133)

VTP-3682**Vocational Education Information Network-(VEIN) (Continuation of 19-7804).****Project Director:** Keyes, Erma D.**Organization:** Millersville State Coll., Pa.**Address:** Millersville, PA 17551**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Sponsoring Agency:** Pennsylvania State Dept. of Education, Harrisburg**Contract and/or Control No.:** 83-8805

Operation of an information dissemination system to effect delivery of products and services to vocational educators in Pennsylvania will be continued in this project. Project staff will disseminate results of reported research, programmatic developments, and curriculum products; effect review of resources to determine their appropriateness for use in Pennsylvania programs; maintain linkages with state and national agencies to increase access by vocational education practitioners to a wide range of resources, products, and practices; and provide technical assistance to local, state and national agencies for effective resource management, linkage, and dissemination. VEIN services are available to individuals, agencies, and institutions involved with the design, development, delivery, and evaluation of instruction to vocational education students and practitioners in the state. Services are designed for both specific and broad-based populations of vocational educators. Dissemination activities are designed in cooperation with personnel in the RCU, BVE, and other agencies supporting state vocational education goals and local programs. Materials disseminated are retrieved from the ERIC, AIM/ARM, Pennsylvania, and vocational facilities collections for duplication as microfiche or printed copy. A listing of curriculum materials will be produced as a result of the project. (Sec. 131)

VTP-3683**Vocational-Technical Course in Petroleum Production (Continuation of 20-7828).****Project Director:** Crumrine, Myron A.**Organization:** Bradford Area School District, Pa.**Address:** 50 Congress Street, Bradford, PA 16701**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Sponsoring Agency:** Pennsylvania State Dept. of Education, Harrisburg**Contract and/or Control No.:** 84-8822

A course designed to train high school students for employment in the petroleum industry or related areas will continue to be conducted on an operating oil lease rather than in a traditional shop setting. The formalized course of study will expand the cooperative summer employment program for enrolled students, and provide job experience placement for qualified senior students. Project staff will conduct surveys of graduates and employers to help assess the program and survey the industry to update employment projection figures. (Sec. 132)

VTP-3684**Development of a Competency-Based Curriculum of Related Instruction for Maintenance Apprentices in the Chemical Industry.****Project Director:** Raley, William L.**Organization:** College of the Mainland, Texas City, Tex.**Address:** Texas City, TX**Funding Period:** Start Date 1 Mar 79; End Date 28 Feb 80**Fiscal Year Funding:** \$7,643**Sponsoring Agency:** Texas Education Agency, Austin**Contract and/or Control No.:** 99230422

Project staff, working with other educators and representatives from the chemical industry, will translate previously developed job analyses into a competency-based curriculum for training personnel in nine maintenance occupations common to the chemical industry (boilmaker-rigger, carpenter, electrician, instrument repairer, insulator, machinist, painter, pipefitter, and pumper-gauger). The planned curriculum will consist of approximately sixty-nine course outlines and 727 distinct instructional modules. The complete curriculum and a comprehensive final report will be published and disseminated. (Sec. 131)

VTP-3685**Development of Guidelines for Summer Vocational Agriculture Programs.****Project Director:** Cepia, Marvin J.**Organization:** Texas Tech Univ., Lubbock**Address:** Lubbock, TX**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Fiscal Year Funding:** \$29,257**Sponsoring Agency:** Texas Education Agency, Austin**Contract and/or Control No.:** 99230124

In order to establish guidelines for operation of summer programs of vocational agriculture, an advisory committee composed of teachers, teacher educators, and administrators will (1) identify, through a survey administered in district inservice meetings, basic components included in the summer programs for vocational agriculture teachers in Texas, (2) determine, through a mail survey, administrators', teacher educators', and staff members' perception of the relative importance of groups of activities included in the summer program, (3) determine the relationship between the perceived priorities of teachers and administrators, (4) determine state staff and teacher educators' opinions as to activities which should be included in an outstanding summer program, and (5) recommend guidelines for basic summer program operation for vocational agriculture teachers in Texas. A final report will be disseminated. (Sec. 131)

VTP-3686**Evaluation of Home Visitation as an Integral Part of Vocational Homemaking Education.****Project Director:** Pope, Billy**Organization:** Educational Personnel Development Consortium D, Richardson, Tex.**Address:** Richardson, TX**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Fiscal Year Funding:** \$40,005**Sponsoring Agency:** Texas Education Agency, Austin**Contract and/or Control No.:** 99230132

To aid Texas Education Agency staff members, school administrators, vocational directors, homemaking supervisors, home economics teacher educators, and vocational homemaking teachers in making decisions related to the home visitation program, and to identify needs for improving visitations in vocational homemaking programs, project staff will develop, pilot test, and revise a survey instrument which would address specific concerns related to the home visitation process; survey the total population of useful homemaking teachers in Texas to determine the current status of the home visitation process; and make recommendations based on survey results regarding needs, alternatives, and competencies related to the home visitation process. A comprehensive final report will be disseminated. (Sec. 131)

VTP-3687**Health Occupations Instructional Materials (Continuation).**

Project Director: Hayes, John B.

Organization: East Texas State Univ., Commerce

Address: Commerce, TX

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$107,259

Sponsoring Agency: Texas Education Agency, Austin

Contract and/or Control No.: 99230090

To ensure that the pre-employment health occupations education (HOE) classes in Texas are teaching content which is relevant to the occupation and to provide unbiased, quality instructional materials for HOE pre-employment training, staff of this continuation project will develop a comprehensive health occupations curricular package including job titles, job descriptions, task listings, instructional materials keyed to the task listings, and student progress charts; and assist in revising the criteria for judging state HOSA contests. The instructional materials will be developed from previously prepared curriculum, aligned with task listings for current job titles as found in the DOT, and subjected to preliminary field review. (Sec. 133)

VTP-3688**Home Economics Instructional Materials for the Disadvantaged.**

Project Director: Bell, Camille

Organization: Texas Tech Univ., Lubbock

Address: Lubbock, TX

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$74,417

Sponsoring Agency: Texas Education Agency, Austin

Contract and/or Control No.: 89230194

The Home Economics Instructional Materials Center staff will develop materials to give greater consideration to social and cultural conditions, especially in economically depressed areas, using bilingual instruction; encourage participation of both males and females to prepare for combining the roles of homemakers and wage earners; and encourage elimination of sex stereotyping. The staff will revise "Consumer Education for Families with Limited Incomes," and develop a Spanish supplement for the guide; evaluate the readability of student references recommended in Coordinated Vocational Academic Education (CVAE) instructional materials; disseminate new and existing materials; expand dissemination through exhibits and distribution of brochures; collect materials to maintain a library; assist teachers in using materials through inservice meetings; continue using and training selected graduate research assistants to aid in the development and evaluation of the materials; use advisory committees and teachers to develop the materials; and evaluate instructional materials and references for sex bias and reading levels. (Sec. 133)

VTP-3689**Identification and Analysis of New Occupations in Distributive Occupations.**

Project Director: Hogue, Ken

Organization: Texas A and M Univ., College Station

Address: College Station, TX

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Sponsoring Agency: Texas Education Agency, Austin

Contract and/or Control No.: 89230070

Project staff will identify and document the training requirements for new and emerging distributive occupations, and for existing distributive occupations which have not received placement and training emphasis in the past; evaluate the existing curriculum for use in these areas; and demonstrate technique for collecting, analyzing, and applying occupational information in developing curriculum and job performance tests. A modified version of the DOT job analytic method will be used to analyze new and emerging occupations and relevant job information. A sample of incumbent workers and supervisors will be asked to identify critical work requirements for a selected distributive occupation. The requirements will be analyzed and the results translated into specific training manuals and support materials. A comprehensive final report describing the research and the results of the research will be published and disseminated. (Sec. 131)

VTP-3690**A Model Clinical Evaluation System for Respiratory Therapy Education.**

Project Director: Lawler, Michael

Organization: Texas Univ., Dallas. Health Science Center

Address: Dallas, TX

Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79

Fiscal Year Funding: \$66,613

Sponsoring Agency: Texas Education Agency, Austin

Contract and/or Control No.: 99230063

An advisory committee will review the curricula of a representative sample of respiratory therapy programs to identify the clinical procedures performed by entry-level practitioners, and an instructional analysis of these procedures will be conducted. Project activities will include determining the evaluation requirements for competency-based clinical training, developing the necessary methodology and instrumentation for evaluating clinical competence, developing, validating, field testing, and evaluating a model clinical management system, developing and publishing an implementation handbook for the system and disseminating the system to other respiratory therapy programs. (Sec. 131)

VTP-3691**Pilot Project in Vocational Gemology.**

Project Director: Paddock, Orlando

Organization: Paris Junior Coll., Tex.

Address: Paris, TX

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$62,401

Sponsoring Agency: Texas Education Agency, Austin

Contract and/or Control No.: 89230062

A curriculum and training program in vocational gemology will be developed to prepare students for employment in the jewelry industry. Twenty students participating in the pilot project will be instructed six hours a day, five days a week, for approximately thirteen weeks. Experimental instructional materials will be used, evaluated, and revised to ensure that each student is adequately trained in the identification, grading, and appraisal of natural and synthetic gemstones. A fully developed and evaluated instructional program will be initiated for subsequent groups of students. The program developed will be made available to potential users throughout the state and nation. A comprehensive final report will be published and disseminated. (Sec. 131)

VTP-3692**A Program to Develop and Improve Curriculum and Instructional Materials for Adult Municipal and Industrial Extension Training.**

Project Director: Fisher, E. C.

Organization: Texas A and M Univ., College Station, Engineering Extension Service

Address: College Station, TX

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$23,009

Sponsoring Agency: Texas Education Agency, Austin

Contract and/or Control No.: 99230088

Objectives of this project are to improve the quality of instructional materials used in municipal and industrial extension programs by revising and updating existing instructional materials and developing new instructional materials; develop curriculum and instructional materials for new and emerging programs needed for training municipal and industrial adult personnel; and ensure uniformity of instruction delivered in the field to trainees. Two half-time instructional materials specialists will be employed to work with the Texas Engineering Extension Service on the development of curriculum and instructional materials. As courses and instructional materials are developed or revised, they will be used in the field and their effectiveness in the instructional situation will be reviewed and evaluated. (Sec. 133)

VTP-3693**Training of Child Care Providers to Use a Nonsexist Approach to Child Development.**

Project Director: Culbertson, Elizabeth

Organization: San Antonio Coll., Tex.

Address: San Antonio, TX

Funding Period: Start Date 1 Aug 78; End Date 30 Jun 79

Fiscal Year Funding: \$29,658

Sponsoring Agency: Texas Education Agency, Austin

Contract and/or Control No.: 99230140

The objectives of the project include (1) providing training to use a nonsexist approach to child development for approximately 324 child care providers enrolled in the San Antonio College child development department during the 1978-79 academic year, (2) providing inservice training to use a nonsexist approach to child development for approximately eleven faculty and seven staff members of the San Antonio College child development department, (3) coordinating or presenting workshops for child care providers and parents in the community and for other community college personnel, and (4) providing a model of nonsexist curriculum development. To facilitate the project, appropriate instruments and curriculum activities and materials will be selected or developed, and the nonsexist activities and materials will be evaluated. Project staff will make available upon request packets of material including suggested resources and learning activities for developing programs for eliminating sexism. A comprehensive final report will be disseminated. (Sec. 131)

VTP-3694**Utilization of the Model to Create Awareness of Sex Bias and Sex Stereotyping in Vocational Education.****Project Director:** Griffin, Wilma**Organization:** Texas Univ., Austin**Address:** Austin, TX**Funding Period:** Start Date 1 Oct 78; End Date 30 Jun 79**Fiscal Year Funding:** \$33,715**Sponsoring Agency:** Texas Education Agency, Austin**Contract and/or Control No.:** 99230209

The objective of this project is to use, further develop, and assess the materials developed in the research project, "The Development and Pilot Testing of a Model to Create an Awareness of Sex Bias and Sex Stereotyping in Vocational Education." Ten inservice training workshops, using the previously developed materials and assessment instruments, will be conducted during the 1978-79 school year to determine the effectiveness of the materials in creating an awareness of sex bias and sex stereotyping in vocational education. A comprehensive final report will be disseminated. (Sec. 131)

VTP-3695**Vocational Instructional Services - Agricultural Education.****Project Director:** Page, Foy**Organization:** Texas A and M Univ., College Station**Address:** College Station, TX**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Fiscal Year Funding:** \$254,779**Sponsoring Agency:** Texas Education Agency, Austin**Contract and/or Control No.:** 99230086

After determining the specific curriculum materials needed in the vocational agricultural education program in Texas, project staff will develop, produce, and disseminate sixty-four new publications, transparencies, and slide sets to overcome sex bias in vocational education, provide curriculum materials for students enrolled in programs traditionally limited to one sex, and improve the vocational agriculture programs in the state. In addition to the new publications, 121 previously developed curriculum materials will be evaluated, modified, and revised. Curriculum development priorities will be established in conference with Texas Education Agency (TEA) staff members, and state advisory committees will be used to determine the general content of the materials. Project staff will assist TEA in providing inservice training in the use of the curriculum materials produced. (Sec. 133)

VTP-3696**Vocational Instructional Services - Disadvantaged - Agriculture.****Project Director:** Page, Foy**Organization:** Texas A and M Univ., College Station**Address:** College Station, TX**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Fiscal Year Funding:** \$36,872**Sponsoring Agency:** Texas Education Agency, Austin**Contract and/or Control No.:** 89230195

After determining the specific curriculum material needs of vocational agricultural education programs in Texas, project staff, in conference with Texas Education Agency (TEA) staff, will determine the material development priorities and use state advisory committees to determine the skill and information content of the materials. Project staff will develop, produce, and disseminate two new publications of instructional materials for disadvantaged students in a format easily used by teachers and students, and will support the technical information by developing two sets of colored transparencies and accompanying manuscripts. High priority will be given to eliminating sex bias and designing the materials for an appropriate reading level. Revision of the materials will be accomplished within three years of the initial printing. Project staff will assist TEA staff in providing teacher inservice training in the proper use of the materials produced. The occupational technical information and supporting visuals will be available to the sixty-nine teachers and 1,795 disadvantaged students enrolled in CVAE program in agricultural education. Monthly progress reports and evaluations of instructional materials will be submitted to TEA and Texas A&M University officials. (Sec. 133)

VTP-3697**Vocational Instructional Services - Handicapped - Agriculture.****Project Director:** Page, Foy**Organization:** Texas A and M Univ., College Station**Address:** College Station, TX**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Fiscal Year Funding:** \$34,694**Sponsoring Agency:** Texas Education Agency, Austin**Contract and/or Control No.:** 89230196

After determining the specific curriculum materials needed in the vocational agricultural education programs in Texas, project staff, in conference with the Texas Education Agency (TEA) staff, will establish the materials development

priorities and use state advisory committees to determine the general content of materials. Project staff will then develop, produce, and disseminate two new publications of instructional materials for handicapped students in a format easily used by teachers and students, and will support the technical information by developing two sets of colored transparencies and accompanying manuscripts. High priority will be given to eliminating sex bias and designing the materials for an appropriate reading level. Revision of the materials will be accomplished within three years of the initial printing. Project staff will assist TEA staff in providing teacher inservice training in the proper use of the materials produced. The occupational technical information materials and supporting visuals will be available to the twenty-two teachers and 373 students enrolled in the handicapped (VEH) programs in agricultural education. Monthly progress reports and evaluations of instructional materials will be submitted to TEA and Texas A&M University officials. (Sec. 133)

VTP-3698**Vocational Instructional Services Materials Development for Industrial Education (Continuation).****Project Director:** Page, Foy**Organization:** Texas A and M Univ., College Station**Address:** College Station, TX**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Fiscal Year Funding:** \$250,917**Sponsoring Agency:** Texas Education Agency, Austin**Contract and/or Control No.:** 99230089

After determining the specific curriculum material needs of the various programs of vocational industrial education in the public schools of Texas, project staff, in conference with the Texas Education Agency (TEA) staff, will determine the material development priorities and use state advisory committees to determine the skill and information content for each trade course of study. Project staff will develop curriculum materials which will aid in overcoming sex bias in vocational industrial education and assist students enrolled in programs traditionally limited to the opposite sex, and make these materials available to the public schools in Texas. Center staff and consultant writers will develop the materials in the established format for vocational industrial education teachers and students. Skill lessons will be accompanied by job and task sheets and information lessons will be accompanied by information sheets, assignment sheets, and visual aids. Revision of materials will be performed as trades advance and change. Project staff will assist TEA staff in providing teacher inservice training in the proper use of center-provided materials. The project will result in the development or revision and dissemination of eight new publications and the revision of two publications, two sets of transparencies, and one slide set of scripts. (Sec. 133)

VTP-3699**Artistic Related Trades.****Project Director:** Tabor, Luther**Organization:** Burlington Area Vocational Center, Vt.**Address:** Burlington, VT**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Sponsoring Agency:** Vermont State Dept. of Education, Montpelier.

Project staff will conduct a job analysis, research materials, and develop instructional units in order to complete development of a commercial art curriculum. The curriculum will be reviewed by an advisory committee of commercial artists and pilot tested. Project staff will conduct three presentations on the curriculum and its development. Fifty copies of the completed curriculum guides will be delivered. (Sec. 133)

VTP-3700**Farm Instructor Project.****Project Director:** Adams, John**Organization:** Addison County Area Vocational Center, Middlebury, Vt.**Address:** Middlebury, VT 05753**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Fiscal Year Funding:** \$7,359**Sponsoring Agency:** Vermont State Dept. of Education, Montpelier**Contract and/or Control No.:** D-79-3

This project will increase vocational agriculture enrollments and provide an alternative delivery system for vocational education by using a farm instructor to supervise and teach vocational agriculture students on a working farm. A written report will be submitted. (Sec. 132)

VTP-3701**Multi-Occupations Lab.****Project Director:** Salebra, Louis**Organization:** Rutland Vocational Center, Vt.

Address: Rutland, VT 05701

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Sponsoring Agency: Vermont State Dept. of Education, Montpelier

Twenty youth who are not qualified for special education but who are not successful in regular vocational programs will each (1) identify an occupational goal; (2) participate in a skill, knowledge, and attitude assessment; (3) develop a training plan with the help of vocational instructors, business and industry personnel, the vocational director, and cooperative teachers; and (4) achieve the items identified in the training plan. Project staff will assist by preparing lesson plans and work stations, acquiring supplies, and assisting in student learning. Resources, field trips, hands-on activities, vocational laboratories, and CETA work-experience placements will be used and standardized and teacher-prepared tests will be administered. A report, detailing the significant achievements, weaknesses, and effectiveness of the activities and including a sample of activities and training plans, will be delivered. At the end of the third year, a teacher guide for operating the program will be developed. (Sec. 132)

VTP-3702

Summer Vocational Exploratory Program.

Project Director: Murphy, William C.

Organization: Addison County Vocational Center, Middlebury, Vt.

Address: Middlebury, VT 05753

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$5,116

Sponsoring Agency: Vermont State Dept. of Education, Montpelier

Contract and/or Control No.: D-78-5

To assist each student in grades seven through ten in deciding on vocations and vocational programs, each student will spend three weeks during the summer exploring three out of six vocational areas. Pre- and post tests will be used. The program will serve as a model for summer utilization of vocational centers. (Sec. 132)

VTP-3703

Developing Innovative Informational Material and Recruiting Prospective Agricultural Education Teachers.

Project Director: Hillison, John

Organization: Virginia Polytechnic Inst. and State Univ.

Address: 207 Lane Hall, Blacksburg, VA 24061

Funding Period: Start Date 1 Mar 79; End Date 31 May 79

Fiscal Year Funding: \$2,996

Sponsoring Agency: Virginia State Dept. of Education, Richmond

Contract and/or Control No.: 132-79-1

Ten sets of a slide/tape presentation for use in recruiting prospective agricultural education majors will be produced. Project staff will visit and discuss the Virginia Agricultural Education Teacher Education Program with students, teachers, and guidance counselors at eighteen community colleges and fifteen high schools in Virginia. The slide/tape package will be shown to the agricultural education joint staff and then disseminated. (Sec. 132)

VTP-3704

A Proposal to Expand Utilization of Two Distributive Education Adult Mini-Courses.

Project Director: Reece, Barry L.

Organization: Virginia Polytechnic Inst. and State Univ., Blacksburg, Div. of Vocational-Technical Education

Address: Blacksburg, VA 24061

Funding Period: Start Date 1 Sep 78; End Date 30 Jun 79

Fiscal Year Funding: \$2,543

Sponsoring Agency: Virginia State Dept. of Education, Richmond

Contract and/or Control No.: 133-78-4

A committee composed of distributive education personnel will be formed to develop a plan which will increase enrollment in two existing distributive education adult mini-courses, "Contact: Making Positive First Impressions," and "Sales Effectiveness Training." Fifteen copies of these mini-courses will be developed, field tested, edited, and produced. Thirty secondary distributive education teacher coordinators who undergo a training program designed to prepare them to teach one of the two distributive education adult mini-courses will receive an instructional package consisting of one of the two mini-courses. The plan to increase enrollment in the two mini-courses will be revised, if necessary, after a trial period. Refinement of the plan will reflect information collected from adult learners who have completed the courses and from teachers who have served as instructors. (Sec. 133)

VTP-3705

Youth Club Leadership Development for Industrial Cooperative Training.

Project Director: Duenk, Lester G.

Organization: Virginia Polytechnic Inst. and State Univ., Blacksburg

Address: Blacksburg, VA 24061

Funding Period: Start Date 15 Aug 78; End Date 31 May 79

Fiscal Year Funding: \$3,177

Sponsoring Agency: Virginia State Dept. of Education, Richmond

Contract and/or Control No.: 133-78-8

Thirty qualified industrial cooperative training coordinators will be selected to participate in Virginia Industrial Cooperative Training Leadership Development (VICA) courses in the Alexandria-Fairfax and Tidewater-Richmond areas. Coordinators will be prepared to operate a successful youth club program which includes expertise in (1) conducting meetings and business procedures (2) directing leadership components of VICA, including the Skill Olympics and Club Achievement Programs, (3) handling financial and public relations aspects of the VICA program, (4) recruiting students and maintaining a high level of student participation, and (5) evaluating the level of operation of their clubs. Courses will be held under the direction of the Virginia Polytechnic Institute and state university professors who are also certified industrial cooperative training coordinators. In addition, it is intended that the ICT secondary students will develop a higher level of leadership through better club operation and will be motivated to perform at higher levels in school because of the school-community relevance promoted through VICA. (Sec. 133)

VTP-3706

Demonstration of Activities and Procedures for Overcoming Sex Bias and Sex Role Stereotyping in a Vocational Education Center.

Project Director: Rhodes, Charles

Organization: James Rumsey Vocational-Technical Center, Martinsburg, W. Va.

Address: Rt. 6, Box 268, Martinsburg, WV 25401

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$20,315

Sponsoring Agency: West Virginia State Dept. of Education, Charleston

Contract and/or Control No.: WV-79-E-3

An advisory committee will be organized to identify, plan, and prepare activities and procedures which will help eliminate sex bias and sex role stereotyping in vocational programs in West Virginia, conduct a five-day workshop to prepare personnel on how to eliminate sex biases and sex role stereotyping, and use the activities in the classroom. A final report containing suggestions for procedures and strategies to eliminate sex biases and sex role stereotyping in vocational education will be prepared. (Sec. 133)

VTP-3707

Demonstration of the Competency-Based Curriculum for Upgrading Mine Electricians in the Use of Solid State Controls.

Project Director: Dolan, Jimmy

Organization: Boone County Career and Technical Center, Danville, W. Va.

Address: Box 50-B, Danville, WV 25053

Funding Period: Start Date 15 Jun 78; End Date 30 Jun 79

Fiscal Year Funding: \$5,107

Sponsoring Agency: West Virginia State Dept. of Education, Charleston

Contract and/or Control No.: WV-78-E-9

Project staff will set up classes to demonstrate a competency-based curriculum for upgrading the ability of mine electricians to use solid state controls and will determine the locations of classes after contacting the State Mining Advisory Committee, United Mine Workers of America, West Virginia Coal Operators Association, and the Bureau of Vocational, Technical and Adult Education. A final report containing suggestions for procedures to develop the curriculum will be produced. (Sec. 133)

VTP-3708

Demonstration of the Supervisory Training Program.

Project Director: Schmutzer, Mark

Organization: Regional Education Service Agency 8, Martinsburg, W. Va.

Address: 615 West King Street, Martinsburg, WV 25401

Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79

Fiscal Year Funding: \$28,013

Sponsoring Agency: West Virginia State Dept. of Education, Charleston

Contract and/or Control No.: WV-79-E-4

In a two-phase experimental effort, first line supervisory and potential supervisory personnel from mining companies and non-mining industries will participate in experimental classes to revise an instructional package and develop a supplemental unit for mining supervisors. A field test will be conducted. In addition to the instructional package and supplement unit, a final report with suggestions for demonstrating the materials will be produced. (Sec. 133)

VTP-3709**Refinement of Instruments and Processes Used in Evaluating the Effectiveness of Prevocational Exploration Programs in West Virginia.****Project Director:** Harris, Everett**Organization:** Marshall Univ., Huntington, W. Va. Dept. of Occupational, Adult, and Safety Education**Address:** Huntington, WV 25701**Funding Period:** Start Date 15 Jun 78; End Date 30 Jun 79**Fiscal Year Funding:** \$15,067**Sponsoring Agency:** West Virginia State Dept. of Education, Charleston**Contract and/or Control No.:** WV-78-R-4

To provide efficient means for determining the effectiveness of comprehensive programs of prevocational exploration in West Virginia, project staff will refine instruments and processes and evaluate third year ninth grade programs; develop follow-up products and processes and evaluate programs; and use a task force for review and approval. A set of guidelines for conducting a follow-up study and a final project report will be produced. (Sec. 131)

VTP-3710**Articulating Secondary and Postsecondary Vocational Education Curriculums.****Project Director:** Anholt, Charles**Organization:** Mid-State Technical Inst., Wisconsin Rapids, Wis.**Address:** Wisconsin Rapids, WI**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Fiscal Year Funding:** \$11,725**Sponsoring Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, Madison**Contract and/or Control No.:** 14-001-15-319

To develop a procedure which will coordinate selected curriculums of secondary schools with postsecondary school curriculums, competencies in selected programs will be identified and levels of instruction for each competency will be determined. Preliminary visitations will be made to secondary districts, followed by a summer workshop to finalize procedures required to guarantee that identified competencies are taught in a logical manner. (Sec. 133)

VTP-3711**Articulation/Competency-Based Curriculum Development/V-TECS Catalog Development.****Project Director:** Beyl, Doyle**Organization:** Wisconsin State Board of Vocational, Technical, and Adult Education, Madison**Address:** Madison, WI 53702**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Fiscal Year Funding:** \$39,265**Sponsoring Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, Madison**Contract and/or Control No.:** 19-053-150-319

A V-TECS catalog needs assessment will be conducted and two V-TECS catalogs based upon surveys of incumbent workers will be developed and produced to assist local districts in curriculum development through use of V-TECS catalogs of performance objectives, performance guides, and criterion-referenced measures. A series of V-TECS dissemination and utilization workshops will be conducted throughout the state. (Sec. 133)

VTP-3712**Articulation of Vocational Education Between Secondary Schools, CESA Agencies I, IV, V and Wisconsin Indianhead VTAE District.****Project Director:** Wagner, Daniel**Organization:** Wisconsin Indianhead Technical Inst., Shell Lake**Address:** Shell Lake, WI**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Fiscal Year Funding:** \$8,437**Sponsoring Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, Madison**Contract and/or Control No.:** 17-008-150-319

This project will further foster the close working relationship of the Indianhead Vocational/Technical District with CESA agencies and forty-seven secondary schools through use of V-TECS and OVIS materials. Project objectives are to upgrade curriculum articulation capabilities of staff, identify taxonomies of selected competencies, and develop competency-based student achievement records. Joint planning meetings of secondary and postsecondary staff will be conducted to review anticipated needs and select curriculum and staff to be involved in the articulation efforts. Curriculum articulation workshops will be conducted. By accomplishing these objectives, postsecondary curriculum will be strengthened and students' vocational education will become more efficient through the elimination of duplication, advanced place-

ment at postsecondary levels, and earlier job placement. Prototype articulated curriculum materials and a final report of the project will be produced. (Sec. 133)

VTP-3713**Center for Vocational, Technical and Adult Education-VIII.****Project Director:** Nelson, Orville**Organization:** Wisconsin Univ., - Stout, Menomonie**Address:** Menomonie, WI**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Fiscal Year Funding:** \$50,000**Sponsoring Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, Madison**Contract and/or Control No.:** 30.701.150.319

Leadership and office support staff will be provided in order to identify needs of vocational educators in Wisconsin, and to use the resources of the university to help solve the identified needs through development and conduct of approved projects. A CVTAE advisory committee will identify priorities. Appropriate project proposals will be developed and submitted to the Wisconsin Board of Vocational, Technical, and Adult Education, USOE, and other sources. A final report of the project, and a final report for each additional approved project will be produced. (Sec. 132)

VTP-3714**Curriculum Weights and Measures/Taxonomy Task Force.****Project Director:** Zenor, Clifford**Organization:** Wisconsin State Board of Vocational, Technical, and Adult Education, Madison**Address:** Madison, WI 53702**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Fiscal Year Funding:** \$11,850**Sponsoring Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, Madison**Contract and/or Control No.:** 19-007-150-319

Project staff will refine elements in the taxonomy of instructional disciplines, and refine instructional attributes of each course included in the taxonomy. A clerical person will be employed half-time to assemble, type, compile, and disseminate materials developed by two task forces, one on curriculum weights and measures, and another on program taxonomy. A program and curriculum taxonomy report will be prepared. (Sec. 133)

VTP-3715**Developing Competency-Based Curriculum Materials at Fox Valley Technical Institute.****Project Director:** Spanbauer, Stanley J.**Organization:** Fox Valley Technical Inst., Appleton, Wis.**Address:** Appleton, WI**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Fiscal Year Funding:** \$10,800**Sponsoring Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, Madison**Contract and/or Control No.:** 12-345-150-319

This project will develop numerous learning alternatives to meet the needs of students who possess a variety of abilities, interests, and attitudes by continuing the course improvement at Fox Valley Technical Institute (FVTI) through establishing a management system for the implementation and evaluation of a competency-based curriculum development program, providing incentives to encourage forty instructors to develop individualized instructional materials, and evaluating the effectiveness of the program. Faculty members will be encouraged to submit curriculum development projects to the assistant director of instructional services at FVTI. (Sec. 133)

VTP-3716**Development and Implementation of Competency-Based Education-Phase III.****Project Director:** Mills, Kenneth**Organization:** Gateway Technical Inst., Kenosha, Wis.**Address:** Kenosha, WI**Funding Period:** Start Date 1 Jul 78; End Date 30 Jun 79**Fiscal Year Funding:** \$25,000**Sponsoring Agency:** Wisconsin State Board of Vocational, Technical, and Adult Education, Madison**Contract and/or Control No.:** 06.038.150.319

This project will facilitate the individualization of instruction for several hundred vocational students by developing and implementing Phase III of Gateway Technical Institute's plan for competency-based education to meet the special needs of all individuals in accordance with previously developed manuals: "Competency Based Education: A Curriculum Design for GTI" and "CBE Implementation Manual." The project steering committee will offer a series of competency-based workshops for curriculum advisors to assist them

in writing curriculum. A prototype competency-based curriculum and instruction modules in several vocational and technical subject areas will be produced. (Sec. 133)

VTP-3717

Improving Articulation between Secondary Schools and Fox Valley.

Project Director: Spanbauer, Stanley
Organization: Fox Valley Technical Inst., Appleton, Wis.
Address: Appleton, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: \$6,775
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 12-343-150-319

This is Phase II of a project to improve articulation in health occupations and human development between secondary schools and Fox Valley Technical Institute. Liaison will be maintained with secondary schools in drafting and office education. Phase I articulation will be initiated in a curriculum area yet to be selected. Conferences and workshops will be conducted and a steering committee will provide direction to the project. Articulated curriculum will result from the project which will provide a smooth transition from secondary to postsecondary education for several hundred students. (Sec. 133)

VTP-3718

Milwaukee Area Technical College District Curriculum Articulation Project.

Project Director: Greeson, Bernard
Organization: Milwaukee Area Technical Coll., Wis.
Address: Milwaukee, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: \$16,417
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 09-039-150-319

To explore, develop, and implement closer cooperation, communication, and coordination between high schools, business and industry, and Milwaukee Area Technical College in as many vocational-technical areas as possible, selected taxonomies of competencies and performance levels at secondary and postsecondary levels will be identified and procedures for advanced placement in selected programs will be expanded. A series of teacher-to-teacher seminars in numerous vocational technical areas will be used to identify taxonomies of competencies which should be developed at various levels of instruction. Cross visitation of programs will be conducted. A report of activities and strategies and taxonomy lists of competencies in selected areas will be prepared. (Sec. 133)

VTP-3719

NCTI Energy Institute.

Project Director: Roberts, Richard
Organization: North Central Technical Inst., Wausau, Wis.
Address: Wausau, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: \$14,100
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 15-295-150-319

To promote energy conservation concepts, project staff will identify energy conservation needs of local businesses, industries, students, and faculty; identify energy conservation resources; and develop appropriate instructional materials. A resource task force will be established to work as an advisory group to the NCTI energy coordinator. Several curriculum development and inservice sessions will be conducted, and resource persons will conduct seminars. (Sec. 133)

VTP-3720

Testing of a Program Evaluation Model.

Project Director: Weiner, Art
Organization: Moraine Park Technical Inst., Fond du Lac, Wis.
Address: Fond du Lac, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: \$13,521
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 10-022-150-319

This project will develop a functional plan which incorporates data from selected vocational programs, and will analyze the data to determine program effectiveness. Data will be collected on five areas: enrollment, graduates, influencing trends, program costs, and resources (staff, curriculum facilities, and equipment). A final report will be prepared describing the field-tested model

for determining program effectiveness. (Sec. 131)

VTP-3721

Vocational Education Curriculum Articulation.

Project Director: Krogstad, Roland
Organization: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Address: Madison, WI 53702
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: \$16,000
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 19-002-150-319

To stimulate VTAE districts to upgrade staff competencies in articulation of secondary and postsecondary vocational education programs, districts will identify selected vocational task and competency lists, levels of instruction for various tasks will be identified, and competency-based supplemental student achievement records will be developed. Projects will be submitted by districts to conduct planning meetings, surveys, and curriculum analysis workshops. A final report of project and prototype articulated curriculums will be produced. (Sec. 133)

VTP-3722

Wisconsin Occupational Information System (WOIS).

Project Director: Lambert, Roger
Organization: Wisconsin Univ. Madison
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: \$75,000
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 20-032-150-319

This project will fund the fourth year of operation of the computerized Wisconsin Occupational Information System. This system helps persons learn about careers, helps labor force entrants become aware of occupations, increases the awareness of major sources of occupational and educational sources, and provides information of use in counseling and educational planning. Project priorities will emphasize file maintenance and quality assurance to reflect changes in job outlook and economic information. The files consist of (1) occupational information, (2) reference to military occupations, (3) education and training, (4) career resources, (5) scholarship and financial aids, (6) SORT, and, (7) hard-copy backup. Over 160,000 persons have access to the seven informational files at 248 sites. (Sec. 132)

VTP-3723

Wisconsin Vocational Educator Magazine.

Project Director: Lambert, Roger
Organization: Wisconsin Vocational Studies Center, Madison
Address: Madison, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: \$7,000
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 20-034-150-319

Four issues of the "Wisconsin Vocational Educator Magazine" will be produced in this project. The magazine will provide information on vocational education research and development programs in Wisconsin to educators. An editorial board will serve as a planning and review committee to recommend topics and authors for articles on a quarterly basis. (Sec. 131)

VTP-3724

Wisconsin Vocational Studies Center.

Project Director: Strong, Merle
Organization: Wisconsin Univ., Madison
Address: Madison, WI
Funding Period: Start Date 1 Jul 78; End Date 30 Jun 79
Fiscal Year Funding: \$50,000
Sponsoring Agency: Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
Contract and/or Control No.: 20-030-150-319

This project will provide basic linkage leadership and office support to develop and conduct research, exemplary, and curriculum development projects and disseminate them for use in vocational education in Wisconsin. An office which houses Wisconsin Vocational Studies Center staff will continue to function at the University of Wisconsin-Madison campus. Wisconsin vocational education needs and priorities will be reviewed, proposals for funding developed, and approved projects conducted. Reports of approved projects and an annual report of the center will be prepared. (Sec. 132)

VTP-3725

EBCE.

Project Director: Smerjac, John

Organization: Platte County School District 1, Wheatland, Wyo.

Address: Wheatland, WY 82201

Funding Period: Start Date 1 Oct 78; End Date 30 Jun 79

Fiscal Year Funding: \$7,000

Sponsoring Agency: Wyoming State Department of Education, Cheyenne

A management system for providing experience-based career education (EBCE) will be identified, developed, and implemented to give students the opportunity to explore occupational areas for future vocational training in job-entry level skills. Personnel will be hired and trained to deliver student outcomes as identified in the EBCE model. Appropriate EBCE materials will be provided to facilitate achievement of stated learner outcomes, and community and human resources will be developed for the benefit of the EBCE students. (Sec. 132)

VTP-3726

Food Services Occupations.

Project Director: Shelley, Weldon

Organization: Fremont County School District 25, Riverton, Wyo.

Address: Riverton, WY 82501

Funding Period: Start Date 1 Oct 78; End Date 30 Jun 79

Fiscal Year Funding: \$4,139

Sponsoring Agency: Wyoming State Department of Education, Cheyenne

Food service occupations training will be expanded for all students. Vocational counselors will explain employment opportunities in the rapidly growing food service industry in Riverton. Special attempts will be made to increase the enrollment of females in the food service program and to work cooperatively with CETA sponsored trainees. (Sec. 132)

Project Titles by State

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Florida	Coordinators of Special Evaluation Activities.	VTP-3620
	Florida Educator's Information Service.	VTP-3621
	Integrating Competency Testing with Vocational Technical Programs of Instruction and Training.	VTP-3622
	Needs Assessment for Vocational Education Program Activities for Handicapped and Disadvantaged Students in Rural and Urban Areas in Florida.	VTP-3623
	Provision of Proposed Research Assistance for Vocational Education.	VTP-3624
Illinois	Assessing Impact of Vocational-Technical Research.	VTP-3625
	CARE Kit: Revised and Disseminated.	VTP-3626
	Chicago P.R.E.P. Workshops.	VTP-3627
	Community Career Resources Program.	VTP-3628
	Design and Reproduction of Program Materials for Adult, Vocational, and Technical Education.	VTP-3629
	Development of an Information Base and Exchange System for the Improvement of Industrial-Oriented Programs in Illinois-Phase I.	VTP-3630
	Development of a Public-Supported Educational Program for Young Farmers and Agribusiness Persons in Illinois (Continuation).	VTP-3631
	Health Occupations Articulation.	VTP-3632
	Improvement in Secondary Occupational Education Programs as Reflected through an Onsite Evaluation Process (Continuation).	VTP-3633
	Improving Services to Disadvantaged and Handicapped Students in Occupational Education: A Model (Continuation).	VTP-3634
	Plan to Adopt and Implement an Experience Based Education Program at Charleston High School.	VTP-3635
	Preparation and Dissemination of a Coal Mining Curriculum Planning Handbook.	VTP-3636
	Study to Evaluate the Nineteen Regional Career Guidance Centers within Illinois.	VTP-3637
Indiana	Vocational Programs for Handicapped and Disadvantaged Students in Area Career Centers.	VTP-3638
	Continuation of IVTC College-Wide Curricula Restructure: Phase III.	VTP-3639
Kansas	Study of Vocational Education Needs of the Students of Wichita County.	VTP-3640
Kentucky	Developing Curriculum Materials in Changing Roles of Males and Females.	VTP-3641
Maryland	Assessing the Capacity of the State College and University Systems to Prepare Future Vocational Educators and Counselors Skilled in Vocational Guidance.	VTP-3642
	Center for Educational Research & Development.	VTP-3643
	Competency-Based Education as the Model to Facilitate Articulation between the Three Levels of Medical Laboratory Training.	VTP-3644
	Development of an Energy Technician Option within the Electro-Mechanical Technology Program Offered at Allegany Community College, Cumberland, Maryland.	VTP-3645

Maryland	Exemplary Postsecondary Program for the Career and Educational Development of Blind and Visually Impaired Students.	VTP-3646
	Identification and Testing of a Computer-Assisted Occupational and Career Information System That Will Be Compatible With the Majority of Maryland's Secondary and Postsecondary Institutions.	VTP-3647
	Proposal to Disseminate Information, Network, and Develop Efforts in Alternative Education Including Experience-Based Career Education.	VTP-3648
Massachusetts	Project STEP (Secondary Technical Education Project).	VTP-3649
	State-wide Assessment of the Knowledge, Readiness, and Attitudes of Vocational Instructors As They Relate to Handicapped Students.	VTP-3650
Minnesota	Grand Portage Career Education Center.	VTP-3651
	Provision of Occupational and Student Program Consultant Services for Chemical Dependency in Minnesota Area Vocational Technical Institutes.	VTP-3652
Nebraska	Nebraska Vocational Curriculum Resource Center.	VTP-3653
New Jersey	Bilingual Translation and Field-Testing of Revised Vocational English and Math Instructional Units and Elimination of Sex Bias and Stereotyping.	VTP-3654
	Bilingual Vocational Education Program.	VTP-3655
	Chemical/Laboratory Technology.	VTP-3656
	Creation and Utilization of Functional Teacher-Created Classroom Techniques Which Incorporate the Teaching of Vocational and Related Subjects with a Basic Skills Emphasis.	VTP-3657
	Curriculum Development in Pulsed TIG Welding.	VTP-3658
	Development of a Clinical Evaluation Tool.	VTP-3659
	Energy Conversion Showplace.	VTP-3660
	Haddonfield Career Curriculum Manual Project.	VTP-3661
	Needs Assessment Plan for Ocean County Vocational School.	VTP-3662
	Optimizing Vocational Development in the Handicapped (A Systems Approach to Community and Family Involvement).	VTP-3663
	Paraprofessional Training in Special Education.	VTP-3664
	Project Cycle.	VTP-3665
	Project Rescue.	VTP-3666
	Proposal to Explore the Use of Programmed Calculators in Remedial and Special Needs Math Programs at the Secondary Level.	VTP-3667
	The SENSE Connection: Linking Education with Business and Industry.	VTP-3668
North Dakota	Alternate Approach for Agriculture Students in a Multi-District Center.	VTP-3669
Oklahoma	Validation and Field Test of Distributive Education II Curriculum Materials.	VTP-3670

Pennsylvania	Adaptive Vocational Program for TMR Youngsters.	VTP-3671
	Biomedical Electronics Technology.	VTP-3672
	Continuation and Expansion of VEDA.	VTP-3673
	Individualized Approach for Becoming a Successful Business Manager.	VTP-3674
	Metric Education for State Correctional Institutions and Youth Development Centers.	VTP-3675
	Occupational Choices and Employment Opportunities for High School Students.	VTP-3676
	Pedagogical Competencies and Instructional Alternatives for Vocational Teachers Serving the Disadvantaged: Executive Summary.	VTP-3677
	Production of a Fifteen-Minute Sound/Color Film on Adapting Equipment for the Handicapped.	VTP-3678
	Study of the Relationship of Teacher Enthusiasm to Salient, Selected Variables Influencing Achievement in the Vocational Laboratory.	VTP-3679
	Teacher Inservice Workshop for Metric Measurement.	VTP-3680
	Tool and Die Maker Curriculum Development (Continuation of 93-8013).	VTP-3681
	Vocational Education Information Network-(VEIN) (Continuation of 19-7804).	VTP-3682
	Vocational-Technical Course in Petroleum Production (Continuation of 20-7828).	VTP-3683
Texas	Development of a Competency-Based Curriculum of Related Instruction for Maintenance Apprentices in the Chemical Industry.	VTP-3684
	Development of Guidelines for Summer Vocational Agriculture Programs.	VTP-3685
	Evaluation of Home Visitation as an Integral Part of Vocational Homemaking Education.	VTP-3686
	Health Occupations Instructional Materials (Continuation).	VTP-3687
	Home Economics Instructional Materials for the Disadvantaged.	VTP-3688
	Identification and Analysis of New Occupations in Distributive Occupations.	VTP-3689
	Model Clinical Evaluation System for Respiratory Therapy Education.	VTP-3690
	Pilot Project in Vocational Gemology.	VTP-3691
	Program to Develop and Improve Curriculum and Instructional Materials for Adult Municipal and Industrial Extension Training.	VTP-3692
	Training of Child Care Providers to Use a Nonsexist Approach to Child Development.	VTP-3693
	Utilization of the Model to Create Awareness of Sex Bias and Sex Stereotyping	VTP-3694
	Vocational Instructional Services — Agricultural Education.	VTP-3695
	Vocational Instructional Services — Disadvantaged — Agriculture.	VTP-3696
	Vocational Instructional Services — Handicapped — Agriculture.	VTP-3697
	Vocational Instructional Services Materials Development for Industrial Education (Continuation).	VTP-3698

Vermont	Artistic Related Trades.	VTP-3699
	Farm Instructor Project.	VTP-3700
	Multi-Occupations Lab.	VTP-3701
	Summer Vocational Exploratory Program.	VTP-3702
Virginia	Developing Innovative Informational Material and Recruiting Prospective Agricultural Education Teachers.	VTP-3703
	Proposal to Expand Utilization of Two Distributive Education Adult Mini-Courses.	VTP-3704
	Youth Club Leadership Development for Industrial Cooperative Training.	VTP-3705
West Virginia	Demonstration of Activities and Procedures for Overcoming Sex Bias and Sex Role Stereotyping in a Vocational Center.	VTP-3706
	Demonstration of the Competency-Based Curriculum for Upgrading Mine Electricians in the Use of Solid State Controls.	VTP-3707
	Demonstration of the Supervisory Training Program.	VTP-3708
	Refinement of Instruments and Processes Used in Evaluating the Effectiveness of Prevocational Exploration Programs in West Virginia.	VTP-3709
Wisconsin	Articulating Secondary and Postsecondary Vocational Education Curriculums.	VTP-3710
	Articulation/Competency-Based Curriculum Development/V-TECS Catalog Development.	VTP-3711
	Articulation of Vocational Education Between Secondary Schools, CESA Agencies I, IV, V and Wisconsin Indianhead VTAE District.	VTP-3712
	Center for Vocational, Technical and Adult Education—VIII.	VTP-3713
	Curriculum Weights and Measures/Taxonomy Task Force.	VTP-3714
	Developing Competency-Based Curriculum Materials at Fox Valley Technical Institute.	VTP-3715
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